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THE JUNIOR HIGH CLEARING HOUSE

Volume III

MAY, 1928

Number 2

SPECIAL FEATURES THIS MONTH—Junior-Senior Co-ordination; Curriculum Modification. Using Community Resources; Contributions from New Jersey and Missouri Conferences.

NEXT ISSUE-Junior High Schools of the United States; Mathematics Texts; Holding Power of Junior High Schools; Training for Junior High School Careers.

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PUBLISHED A

THE JUNIOR HIGH CLEARING HOUSE

EIGHT TIMES A YEAR

EXCLUDING THE SUMMER MONTHS

AT LEBANON, PENNSYLVANIA

S. O. ROREM, MANAGER AND EDITOR

SUPERINTENDENT OF SCHOOLS LEBANON, PA.

To be entered as Second Class Matter at the Postoffice at Lebanon, Pennsylvania, under Act of August 24, 1912 T

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The Junior High Clearing House

Here you have Bulletin Two!

Read from cover to cover, and you have almost the whole new philosophy. Here you find the new challenge. Within these pages you find the struggle for educational truth. Here you find the honest, open invitation to enter and belong to the fraternity which battles to the death in the interest of boys and girls.

Perhaps, too, you'll find something you don't approve. If it concerns the general content, you are entitled to offer any suggestion you wish. Is this issue too "heavy," too general, too theoretical?

Note the spirit of most articles in these first two bulletins. It is—this is what we are doing, not theoretical planning for the rest of us.

We could have made an issue of 100 pages if we had used all the fine material sent from New York, New Jersey and Missouri conferences.

We are contemplating an All-Pennsylvania number as Bulletin Four in October.

What are you now doing to vitalize the work of any subject in any grade of your Junior High School? Let us have your contribution in fifty to five hundred words.

Temple University, Philadelphia, will hold its Fourth Annual Junior High School Conference in October, 1928. The major addresses and the proceedings of this conference will be published in the November number of the Junior High Clearing House.

Can you prove from your experience that the junior high school is accomplishing in your community the exact functions which you vocally claim for it?

Does it "hold pupils in school"?

Does it "bridge the gap"?

Does it "offer opportunity for exploratory experience in many fields"? Is it doing all that you claim for it?

SUMMER ENROLLMENTS AT UNIVERSITIES AND COLLEGES

Active missionary work in the spreading of our membership has been promised voluntarily by many of the greatest leaders in the junior high school field. During the summer sessions these instructors will on some day present to their classes the idea of the Junior High Clearing House, will appoint a cashier to look after enrollments and collection of membership fees, and will urge these students from all parts of the nation to carry back to their respective schools the message of the Junior High Clearing House.

These prominent instructors will do this because

- The whole project is a professional service.
- All contributions and all work are given without remuneration.
- 3. No one can make any money out of the project; additional receipts beyond the necessary costs will be used for a ninth and tenth bulletin.
- 4. The bulletins carry no advertising; all pages are used for discussions

and data relating to the junior high school problems.

5. This is the third successful appearance of the Junior High Clearing House.

May we ask you to carry-on the news to cities or universities you may visit this summer. We should be happy to add your name to our list of splendid friends who have already been instrumental in making up a club group of ten or more members at the \$1.60 rate. We have set aside 300 copies of bulletins One and Two to care for these summer enrollments.

Incidentally, a fine bound copy of all eight bulletins is our only way of saying: THANK YOU!

THE? MARK

The Junior High School cause is worth all that fine people can do in its behalf. Its problems are greater and its opportunities are grander because the question mark still rules it.

Nearly every writer upon topics related to the Junior High School has slowly begun to realize that no matter how great his problems are, his search · differs from that of other investigators in the fields above his unit only by virtue of the mark which denotes the question. His mind is far from closed, his attention is not to be deceived. He asks Why? and How? as if he were in the class rooms with the boys and girls, and he will not be denied. formity with which our contributors demand results, goals, activity shows that open minds, heavily-pressed, call for similar types of machinery of achievement. Their eyes turn toward boys and girls as the farmer's eyes turn toward his corn crop ready to be culti-The school, the books, the teachers are like the farmer's machinery and farm hands, successful primarily when furnishing opportunity for the crop to grow, and designed mainly for staying far enough from the growing corn so that the roots will not be disturbed.

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We hear the single cry—doing! The cry is most hilarious in the junior high school field. But the neighboring units (the high school and grades 1-6) are taking up the demand. They are asking: Why shall the junior high have all these real active pursuits?

"Let us learn reality earlier," say the lower grades.

"Let us keep on with it through high school and the rest of our lives," say the upper grades.

Meanwhile dignified drill masters, whipping barons, and child blighters are suffering nervous collapse. Meanwhile, boys and girls are discovering (uncovering) qualities and values at the school house which "amount to something". They are moving with quick step to school for some well known reason.

This acceptance of the "idea" by the whole school system might seem to belittle the Junior High in its claim for independent recognition, upon the basis that this idea is general in its application rather than confined to the grades seven, eight, and nine. On the other hand, this acceptance of the Junior High School revolt by the other school units puts still greater responsibility upon the Junior High School leaders for guiding the whole general movement within the near future, after the imitators and acceptors have lost their way. The question mark must remain the symbol. It must remain the driving inquisitive, investigating power which demands the answer and explanation for every claim made, as well as for every change granted, in the name of the Junior High School.

OLD VOLUMES

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Some complete sets of Volume II have been located in Sioux City, Iowa. This statement is made in response to numerous requests for earlier volumes.

R. L. Hamilton, who acted as business manager for Volume II in 1923-1924, has about twenty complete sets, which had been put aside as a reserve stock. These complete sets may be had for the regular price of \$2.00 for the eight bulletins.

There are no complete sets of Volume I except two or three which the present editor cherishes as his private library, or as they may be found in Public Libraries in the larger cities of the United States.

Send requests for Volume II to
R. L. HAMILTON,
Office Supt. of Schools,
Sioux City, Iowa

ENGLISH LANGUAGE IN JUNIOR HIGH SCHOOL

What books shall we choose for Junior High School Classes?

The columns which follow are filled with titles from which to select. Fiftyone publishing houses present their wares in the field of English for Junior High. The list includes mainly language books, spelling books, and compilations of literary material. Classics of single titles have been omitted.

History and Civics.....Bulletin Four Science and Geography.....Bulletin Five Commercial and Industrial..Bulletin Six Other Subjects.....Bulletin Seven Professional Books.....Bulletin Eight Allyn and Bacon Standardized English Exercises, Wisely-Gifford F. M. Ambrose Co., Boston. Net. Vital English, II, C. R. Taylor Bk. III, 9...... 1.24 Everyday Eng. Comp., 8, Bolenius....... 1.12 Applied Eng., 7-8, Chapin-Arnold Essentials of English for Higher Grades, 7-8, Pearson-Kirchwey D. Appleton & Co., New York. List. Good English in Speaking and Writing, 7-8, Young and Memmott..... Practical Grammar and Composition, 7-8, Bobbs, Merrill Co., Indianapolis. Net. JHS Literature Series, I, 7; II, 8; III, 9; Patterson. Price of each book.... The Century Co., New York. List. Better Speech, 9, Polk ... Workaday English, 8-9, Center 1.90 Studies in Lit., Hosic & Hatfield, 8-9... Doubleday, Page & Co., Garden City, N. Y. List. English in Service, I,7; H, 8; III, 9; Hatfield-McGregor. Price for each..... Manual of Eng., 9, Woods-Stratton...... 1.00 Problems in Eng., 9, Woods-Stratton...... .20 E. P. Dutton Co., New York. List. Junior Exercises in English, Pocock...... Ginn & Cc., Boston. List. JHS English, I. 7; II, 8; Briggs, McKinney and Skeffington-I......\$1.12; II..... Ways to Better Eng., 9, Briggs, McKin-Prac. Ex. in English, Davis, I56; II60 Common-Word Spellers, 7-9, Lewis ... Oral and Written English, 7-8, Potter, Jeschke, Gillet .. .92 Harcourt, Brace and Co., New York. List. Minimum Essentials of Correct Writing, Carpenter, Carver, Maulsby, Knott Houghton Mifflin Co., New York. List. Open Door Language Series, Bk. 3, 7-8, Scott, Congdon, Peet, Frazee92 Literature in JHS, Bolenius-I, 7......\$1.40 II, 8......\$1.48 III, 9..... Iroquois Publishing Co., Syracuse, N. Y. The Mastery of Words for High School, 9 Sarah Louise Arnold Laidlaw Brothers, New York. List. Corrective Exercises, Matravers, 7-9. Guide Books to Lit., Engleman-McTurnan-

1, 7.....\$1.48 II, 8.....\$1.48 III, 9..... 1.72

| I B I Inninesti Co Dillodolphia List | |
|---|-----|
| J. B. Lippincott Co., Philadelphia. List. English Fund's, Baker-Goddard, 9 1 | .32 |
| New Horn-Ashbaugh Speller, III, 7-8 | .48 |
| Little-Brown and Co., New York. List. | |
| The Little Composition, Cross, 7-8 | |
| The Little Grammar, 8-9, Cross | .89 |
| Longmans, Green & Co., New York. List. | |
| Modern English Series, Grady and Wade, IV, 7788; V, 8, Ready soon. | |
| Gate to English, Book II, 7-8, Howe, O'Hair and Pritchard | .00 |
| Longman's English Grammar, Smith | |
| Lyons and Carnahan, New York. List. | |
| English Essen. for JHS, Miller and Paul- | |
| 1, 7\$.88 II, 8\$.96 III, 9 1 | .48 |
| McMillan Co., New York. List. | 00 |
| Modern English, II, 7-8, Klapper-London Practice Lessons in Eng., Uhl-Hatz | |
| Good English, I, 9, Canby-Opdycke 1 | |
| Newson and Company, New York. List. | .00 |
| New Aldine Third Language Book, 7-8, | |
| Bryce, Spaulding, Buehler, Caverly 1 | |
| Modern Eng. Gram., Revised, Buehler | |
| Sentence Analysis-Diagram, Edgar | .68 |
| Noble and Noble, New York. List. | |
| Graded Drill Exs. in Corrective English, Boylan-Taylor—I, 7\$.58 II, 8-9 | .65 |
| Oxford University Press, New York. List. | |
| Gateway to English, Treble-Vallins- | |
| I and II, 7\$.70 III, 8\$.85 IV, 9 1 | .25 |
| Rand McNally Co., Chicago. List. | |
| Junior's Own Composition Book, Leonard- McFadden 1 | .25 |
| Briggs, Curry, Payne, Literature Series, | - |
| (Still in Preparation.) | |
| Regents Publishing Co., New York. List. Blue Book of Grammar, Myers | EA |
| Blue Book of Spelling, Peyser | |
| | .00 |
| Row, Peterson & Co., Evanston, Ill. List. Everyday English, 9, Laird, Walker, | |
| Locke 1 | .40 |
| Everyday Grammar, Locke (Jan., 1928) | |
| New National Speller, 7-8, Ramsey-Row | .44 |
| Benj. Sanborn Co., Chicago. Junior English, I, 7-8; II, 9, MacDonald 1 | 19 |
| | |
| JHS Speller, 7-8, Stauffer | .00 |
| Junior Highway to English, 7-8, Ward- | |
| Moffett (Comma Book \$.15) | .00 |
| JHS Literature, Elson, Keck, Greenlaw— I, 7\$1.40 fl, 8\$1.48 HI, 9 1 | 90 |
| Charles Scribner's Sons New York List | .00 |
| Charles Scribner's Sons, New York. List. Our English, Denney and Skinner, Sev- | |
| enth\$1.00; Eighth, \$1.12; Ninth 1 | .20 |
| Correct English Through Practice, Frost | 79 |
| and Secor, 7-9 Handbook of Eng. for JHS, Spencer | .72 |
| Literature and Living, Lyman and Hill- | |
| I. 7\$1.48 II. 8\$1.56; III. 9 1 | .56 |
| English Today, 7-8, Meek and Wilson University Pub. Co., Lincoln, Neb. List. | .88 |
| Living English, 7-8, Driggs | .95 |

| Nine Weeks Grammar, Stephens-Watson Wheeler Publishing Co., Chicago. List. Better English Habits, Book One, 7th, | .20 |
|--|-----|
| 8th and 9th Grades | .96 |
| Winston Publishing Co., Phila, List. | |
| English for Use, III. 7-8, Beveridge, Ry- an and Lewis | .88 |
| Better English for Speaking and Writing, Simons, Orr, Given, 7-8, Book III | .88 |
| Mastery of Eng., 7-9, Allen-Harvey, III | |
| Spell-to-Write, 7-8, Suhrie, IV | |
| World Book Co., Yonkers. List. Self-Help English Lessons, Wohlfarth and | |
| Mahoney, 7-8, Third Book | .96 |
| Easy English Exercises, Riddlesbarger- | |
| Cotner, 7-9 | .96 |

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UNIVERSITY COURSES FOR JUNIOR HIGH SCHOOLS

With this issue we conclude the list of American colleges and universities which are giving courses especially designed to serve Junior High School people. Doubtless there are other smaller colleges which offer definite courses of this kind. However, this list is made up from those institutions which furnished these data upon request, in their summer school announcements. Many courses, too, which probably deal in some measure with the school problems of the lower grades included now in Secondary Education, were omitted because neither the title of the course nor the description of the course contained any reference to the "junior high school".

This feature will probably be offered again next year in the Eighth bulletin, issued in March or April, 1929. The number of courses which recognize the junior high school is likely to be much larger than is given in bulletins One and Two of this series.

CENTRAL STATES

Depauw University, Greencastle, Ind. June 7-August 15.

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Secondary Education—High School Problems, Louis H. Dirks.

Teaching of High School English-Francis C. Tilden.

Indiana University, Bloomington, Ind. June 14-August 10.

Junior High School Problems, Leslie R. Gregory.

Miami University, Oxford, Ohio. June 18-July 27, July 30-August 31.

Principles of Teaching in Secondary Schools, Jr.-Sr. (Instructor not named). Northwestern University, Chicago, Ill.

June 25-August 18.

The Junior High School (Instructor not named.)

Junior and Senior High School Music Methods and Materials (Instructor not named.)

The High School Curriculum, John E. Stout.

Ohio University, Athens, Ohio. June 18-August 17.

Methods of Teaching English in Junier and Senior High Schools, George S. Lasher.

Student-Teaching in Junior High School, Alonzo Myers and Floyd Harshman.

Teaching History in Junior and Senior High Schools, Edwin B. Smith.

Teaching Mathematics in the Junior High School, Harry E. Benz.

The Junior High School, Azariah B. Sias.

University of Chicago, Chicago, Ill. June 18-July 26; July 26-Aug. 31.

Class Organization, Management and Testing in Junior and Senior High Schools, Frederick S. Breed.

General Technique of Instruction in the High School, Henry Morrison.

Introduction to Phychology of Junior

and Senior High School Subjects, Heber H. Ryan.

Junior High School Curriculum, Heber H. Ryan.

Junior High School Organization and Administration, Wm. C. Reavis.

Methods of Teaching in Junior and Senior High Schools—First Term, Aaron J. Brumbaugh; Second Term—Jas. M. McAllister.

University of Cincinnati, Cincinnati, O. June 25-July 31, June 18, August 11, July 30-September 1.

Educational and Vocational Guidance, Ralph L. Jacobs.

General Methods of Teaching in the High School, Gladstone Yeuell.

Junior and Senior High School Curricula, Gladstone Yeuell.

Junior High School Administration, James D. Stover.

Psychology of the High School Pupil, Gordon Hendrickson.

Senior High School Administration, William A. Cook.

Special Teaching Problems of the Junior High School, A. Laura McGregor.

Teaching of High School English, A. Laura McGregor.

Teaching of Junior High School Social Science, Charles G. Sheck.

University of Detroit, Detroit, Mich. June 18-August 6.

Principles of Secondary Education Instructor not named).

University of Michigan, Ann Arbor, Mich. June 22-August 17.

Organization and Administration of Extra Curricular Activities in Junior and Senior High Schools, Joseph Roemer.

Organization and Teaching of Industrial Arts in the Junior High School, Byrn.

Teaching of Science in the Junior and Senior High School, Curtis. Teaching of Social Studies in the Junior and Senior High School, H. W. Stephenson.

Teaching and Supervision of Junior and Senior High School Mathematics, Raleigh Schorling.

The High School Curriculum, C. O. Davis.

The Junior High School, Carrothers, C. O. Davis,

University of North Dakota, Grand Forks, N. D. June 6-July 27.

Extra-Curricular Activities in the High School, Johnston E. Walker.

Methods in High School Teaching, Robert E. Cole.

University of Notre Dame, Notre Dame, Ind. June 26-August 8.

Teaching of English in the Junior High School, Grace Lushbaugh.

The Junior High School, John Lemmer.

Western Reserve University, Cleveland, O. July 18-July 27.

Curriculum in Junior and Senior High Schools, Frank P. Whitney.

Organization and Administration in the Junior High School, Frank P. Whitney.

School Administration and Classroom Management in Junior and Senior High Schools, Edward R. Collier.

Wittenberg College, Springfield, O. June 18-July 21, July 23, August 24.

Organization, Administration and Supervision of the Junior High School, W. C. Moore.

WESTERN STATES

Colorado Agricultural College, Fort Collins, Colo. June 16-July 21, July 21-August 24.

Extra-Curricular Activities, S. M. Andrews.

Methods for Upper Grades and Junior

High School, Loretto Loughran, Clyde W. Young.

State College of Washington, Pullman, Wash. June 13-August 10.

Courses for Advisers of Girls in Junior or Senior High School, Frances Stubblefield.

University of California, Berkeley, Cal. July 2-August 11.

Junior High School Curriculum, William A. Smith.

Junior High School Education, William A. Smith.

Junior High School Education, Lester A. Williams.

Reading in the Upper Grades and the Junior High School, Clarence Stone.

University of Denver, Denver, Colo. June 18-July 25, July 25-August 31. Extra Curricular Program in Secondary Schools, John J. Cory.

High School Curriculum, Arthur K. Loomis.

Methods in Elementary Grades and Junior High School, Blanche MacFarland.

University of Southern California, Los Angeles, Cal. June 18-Aug. 10, July 2-August 10.

Curriculum Making and Supervision in the Junior High School (Instructor not named).

Extra Curricular Activities in Secondary Schools, Frederick Weersing.

Junior High School Education, W. Walker Brown.

University of Utah, Salt Lake City, Utah, June 11-July 20.

Literature in Junior High School, Mrs. Lois Miller.

University of Washington, Seattle, Wash. June 12-July 17, July 18-August 22.

Extra Curricular Activities, Edgar M. Draper.

Junior High School, Hugh M. Woodward.

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| nan, | Asheville Normal and Asheville, N. C., June |
| fun- tub- | Methods of Teaching in Walter E. Snyder. Organization and Admin |
| Cal. | Extra-Curricular Activitie and Junior High Schools, |
| Wil- | Mardis. Principles and Methods |
| Wil- | High School Teaching, Hadis. |
| ster | Baylor University, Waco, 1 4-August 17. |
| the | The Junior High School not named). |
| Colo. t 31. | Methods of Teaching in Grades (Instructor not nan |
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13-July 25. High School, istration of s in Senior Harold C. s of Junior rold C. Mar-Texas. June (Instructor the Upper ned). Emory University, Atlanta Ga. July 11-July 18, July 19, Aug. 24. Methods in Social Science in Junior and Senior High Schools, E. E. Giltner. Secondary Education, Sterling G. Brinkley. Teaching of English in the Junior High School, Edith Shepherd. George Washington University, Washington, D. C. July 2-August 11, June 18-August 18. Junior High School, Harry J. Steel. Teaching of English, Orwin B. Grif-North Carolina State College, Raleigh, N. C. June 11-July 20. Materials in Science Teaching-Clarence M. Pruitt. Tulane University of Louisiana, New

Orleans, La. July 18-July 28. Beginning Teaching and the Curriculum, Joseph E. Gibson. High School Administration and Supervision, Joseph E. Gibson. University of Alabama, Tuscaloosa, Ala. June 6-July 17, July 18-Aug. 21.

High School Administration, Lee Barne.

The Junior High School, P. M. Munro. University of Arkansas, Fayetteville, Ark. June 5-July 18.

The Junior High School, Paul S. Mil-

Student Activities and Creative Control, Paul S. Miller.

University of Georgia, Athens, Ga. June 25-August 4-24.

Curriculum Making in the High School, G. A. Hutchinson.

Extra Curricular Activities, Wm. A. Barton.

University of Oklahoma, Norman, Okla. June 4-July 24, July 24-Aug. 25.

Administration for Junior School Principals, George C. Wells.

Administration for Junior High School Principals (Advanced), George C. Wells.

Observation of Project Teaching in Jmor High Schools, John T. Wade.

SOME MULTIPLE ENROLLMENTS TO THE JUNIOR HIGH CLEARING HOUSE

| City and State | Memberships |
|---------------------------|-------------|
| York, Pennsylvania | |
| Amsterdam, New York | |
| New Haven, Connecticut | |
| Binghampton, New York | |
| Kalamazoo, Michigan | |
| Albany, New York | 16 |
| Allentown, Pennsylvania | 16 |
| Sioux City, Iowa | |
| Cheltenham Twp. School, P | a 13 |
| Schenectady, New York | |
| New Rochelle, New York | |
| Uniontown, Pennsylvania | |
| Great Falls, Montana | |
| - | |
| New York State | 158 |
| Pennsylvania State | |
| Forty-one States now enro | |

BULLETIN THREE AND FOUR SEPTEMBER AND OCTOBER

Some articles already at hand, which will be made a part of bulletin Three or Four, are listed below:

- 1. Direct Moral Instruction; a Neglected Phase of Character Education.
 Rall Gregsby, Principal Amos Hiatt
 Junior High School, Des Moines, Iowa.
- 2. Preparation for a Junior High School Career. James M. Glass, Professor of Secondary Education, Rollins College, Winter Park, Florida.
- 3. The Function of the Junior High School as an Educational Unit. David H. Nicholson, Principal, Junior High School, Flat River, Missouri.
- 4. Organizing the Curriculum for a Maximum of Pupil Self-Direction. M. E. Bruce, Principal Junior High School, East St. Louis, Ill.
- 5. Propitious Environment in the New School. Arthur M. Seybold, Principal Thomas Jefferson Junior High

School, Cleveland, Ohio.

- 6. East Junior High School. By D. A. Hayworth. Woodrow Wilson Junior High. By L. H. Wood, Sioux City, Iowa.
- 7. Creative Athletics in the Junior High School. J. U. Young, Northeast Junior High School, Kansas City, Mo.
- 8. Junior High Schools of the United States. W. H. Bristow, State Department of Public Instruction, Harrisburg, Pa.
- Guidance as a Function of the Junior High School, V. M. Hardin, Principal, Reed Junior High School, Springfield, Missouri.
- 10. General Language and the Junior High School, Frederick S. Spurr, Cleveland High School, St. Louis, Mo.
- 11. Administration, Direction, and Practices of a Junior High School, S. O. Rorem, Superintendent of Schools, Lebanon, Pa.
- 12. What is the Junior High School? Harrison H. Van Cott, State Supervisor of Junior High Schools, Albany, N. Y.

THE UNITY AND CONTINUITY OF TEACHING

WITHIN THE SECONDARY FIELD

Clarence E. Howell, Director of Junior High Schools, Trenton, N. J.
(Given at Rutgers University Conference)

In this discussion I shall advance the theory that the underlying types and methods of teaching should be similar and continuous throughout the entire secondary field.

The adolescent age is a developmental process with a continuity undisturbed by the mere act of passing from the 9th to the 10th grades. There is no abrupt break in the physiological or psychological nature of the child between the junior and the senior high schools. There may be somewhat dif-

ferent objectives, but the fundamental methods of good teaching should not vary.

Just as the junior high must prepare its pupils for the senior, so the senior is under obligation to carry on the unity and continuity begun in the former. It is my contention that this holds true in the matter of teaching methods equally with content and organization.

The junior school sets up an ideal of pupil participation in the classroom.

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Shall we have it seeking to create pupil independent thinking, self-reliance, ability to express thought, leadership, and group co-operation, only to have these qualities met with misunderstanding and indifference in the senior high school? I have seen the enthusiasm and eagerness of junior school pupils die a lingering, reluctant, and rebellious death under the effectual wet-blanketing of senior school teaching methods. What was once an individual finally conformed to the system and became a mere puppet trained to jump when and as the teacher pulled the strings. Theirs not to reason why, theirs but to do or-suffer the ignoble defeat of failing marks. Under such a system, school life becomes a grand scramble to "get by," to find out what the teacher wants, and feed back to him his own phraseologies and notions. Note books are passed on year after year, from pupil to pupil. I know of one instance where the teacher required each picture placed in the note book to bear the initials of the child submitting it. At once the pupils placed their initials in the margin, or on some corner, where they could be clipped off in re-trimming. In several cases initials were so placed that one more could be added the following year without destroying the old, and so the same books continued to do yeoman service in the cause of education. Or is it education?

Listen to a report published in the New York Times regarding an investigation made by Dartmouth seniors, and conducted at the request of Pres. Hopkins in an effort to determine in what manner the college could better serve its undergraduates. The seniors compiling the report were relieved of some of their academic work, and included a comparison of conditions in other col-

leges in the intensive study made at Dartmouth. The Times says that perhaps this examination as a whole constitutes a comprehensive study unparalleled in the history of American undergraduates. I quote from the report as follows:

"The chief indictment against the present method of teaching is that the student is forced into a passive rather than an active attitude. 'The criterion is his ability to absorb, retain and regurgitate on the proper occasions about 50 per cent. of the information the instructor sees fit to include in his course.' The Senior Committee pictures the individual student as 'pitifully dependent' upon the instructor for information or for directions as to how to get it. 'He doesn't know how to investigate a subject,' the report says. 'He only knows that if he reads with ordinary care certain designated pages of a certain designated book, he will know enough about the particular subject to answer the questions he may be asked about it by the instructor-who knows that he has only read with ordinary care certain designated pages of a certain designated book.'

With respect to Faculty members in general, the Senior Committee declares itself convinced that 'their function as relayers of information is of distinctly subordinate importance to their offices as guides to independent thinking, and inspirers to an intellectual life.' Again and again is attention called to the fact that the average undergraduate, instead of being compelled or strongly urged to dig out knowledge for himself and arrive at his own conclusions, has far too much of it handed to him on an educational platter, with resultant lack of intellectual development and of his individual initiative."

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Who among us can listen to these comments from the Dartmouth seniors and not admit that American secondary education has been negligent of its opportunities? Review in your mind the classroom practices within your own secondary field and ask yourself if they are not legitimately open to the criticisms mentioned.

If I were making my first observation of an instructor's work, and wished to form a quick estimate of its value, I think I should use Pupil Participation as my gauge. That participation I should divide into two parts: first, Quantity, and second, Quality. I should then use the two Q's, not an I. Q., in the following formula: Q1×Q2=E, in which E represents the efficiency of the teacher. I have placed Q1, or Quantity before Quality because there must be pupil participation before there can be quality thereof. Note that if any factor is zero, then the resultant efficiency is zero. In other words, no pupil participation results in zero efficiency. Likewise all Quantity and no Quality leads to the same result.

By way of justifying this formula, I should like to call your attention to some of the old, well-established principles of pedagogy. We do not need to be ultramodern to sense the fundamentals underlying the fabric of all worthy instruction. Human nature is much the same now as it used to be; hence these quotations are quite pat.

Spencer says:

"In education the process of selfdevelopment should be encouraged to the fullest extent. Children should be led to make their own investigations and to draw their own inferences. They should be told as little as possible, and induced to discover as much as possible. Humanity has progressed solely by selfinstruction."

Froebel's law of self-activity, briefly stated, is that proper development is possible only through a high degree of self-activity. 6

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McMurry says:

"Ideas must find expression, must be realized in action, before they can be conceived with the greatest clearness and accuracy."

Compare these clear-cut and unmistakable guides to method, with the following statement taken from a current editorial written by an irate pupil:

"In every class meeting so far there has been a visible timidity in the great majority to arise and express their views. With the floor taken by a small few, it appears that the meetings have the precision of a rehearsed and memorized act. Don't you have plenty of practiced recitation in your classes? Aren't you rebellious for a little freedom for some expression of your ideas?"

The socialized recitation has been much maligned and abused in educational circles, but after all, pupil activity is the soul of it. When you define it as "Purposeful, desirable pupil activity, taking place in a social environment", can you afford to neglect it anywhere in the field of secondary education? Do not think of it in the narrow sense of a formalized, stilted affair with a chairman, a secretary and a stereotyped organization and procedure. Come back to the definition, "Purposeful, desirable pupil activity proceeding in a social environment". The vital things are activity and environment. The vital things are activity and environment. Under such a definition the socialized recitation looms large in its possibilities. Personally, I should place socialized preparation ahead of the recitation in importance. I like to think of a recitation as a re-citation or a reenumeration of things already prepared or learned, hence a review, a test, or a proof of accomplishment.

How much better it would be if we could come to limit the recitation to these purposes, rather than using it as an opportunity to demonstrate our own wisdom, loquaciousness and stamina. Numerous studies and surveys have produced proof of the fact that too often the recitation is 99.9% teacher, and the responses of the pupils practically nil. We know that, now what we need to do is to do something about it.

Frankly, how many of us know the conditions prevailing in our classrooms as to pupil participation? Can't we devise some sort of a check and follow it through to a successful finish? One man has proposed that we have a simple chart for recording the number of times pupils take part, as compared with like responses by the teacher, this chart to be kept by a designated pupil for each recitation. Thus each teacher might check himself on this vital point.

Possibly we need to quit fooling ourselves as to the primary purpose of subject matter, and get first things first. The primary purpose of subject matter should never be the subject itself, but the development of character, personal and social efficiency, and citizenship. Any subject has value only as it contributes to these ends. Is this any less true for the secondary than the elementary school? See to it that every one of your teachers is drilled again and again in the fact that the child, not the subject, is the important thing.

Of interest in this respect is a report made at Boston concerning a committee project in which months of careful work and analysis led the group of investigators to the unwilling conclusion that most of the regularly accepted school subjects contributed very little to the 7 cardinal principles, that the so-called extra-curricular contributed much more, and that the time may come when the extra will exchange places with the regular in our evaluation of frills and necessities.

This emphasizes the unimportance of subject matter as compared with some of the primary objects of education, such as

Self-reliance
Broad-mindedness
An ability to analyze statements
and situations
Research ability
Ability to give directions
Ability to organize
Ability to follow instructions
Ability to co-operate
A sense of responsibility
Honesty.

The project-problem method is a teaching device worthy of continuous use. How else may one make sure that desirable habits have actually taken root and are growing within the pupil? Mere ability to render tongue service as to the theory of proper procedure has been tried and found wanting. For years we have placed a premium upon the pupil with a verbatim memory who can do the parrot act and tell us about Surely we cannot lose much over our present degree of attainment by letting them do a few things now and then. There is an old saying to the effect that the proof of the pudding is in the eating, but in most cases we do not even let the children make the pudding, to say nothing of eating it. Would there be anything contrary to our recognized theories of pedagogy and psychology in doing so?

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Supervised study is another method that has come to be a laughing stock in many quarters. Again the difficulty is not with the idea, but with the misuse to which we have subjected it. The original idea of supervised study was to teach the pupil how to study, and to give him an opportunity to do so under the guidance and with the help of a We took the idea, qualified teacher. mechanized it, put it in mass formation, herded hundreds of youngsters into large study halls, and said: "There you are, now study!" Following this abortion, we conceived the long period of minutes. approximately sixty sought to ring a bell to divide it into study and recitation units, but still allowed the teachers to assign long home lessons every day. Thus in numerous localities our devices for supervised study have degenerated into continued lecture opportunities for the teachers. There can be little question, however, that our pupils are still as vitally in need of learning how to study as ever, and as susceptible to the advantages of a preparation period with the teacher for whom they are to recite.

Of all the personal characteristics and attributes of teachers which should continue throughout secondary education, perhaps a sympathetic and understanding attitude toward the pupil is the most important. It is interesting to look back in our own experience and realize how much more likely we are to remember the teacher himself than the things he supposedly taught us. The personal influence of the teacher cannot be overestimated. There is a distinct movement among junior schools to humanize the relationship between teacher It would do the senior and pupil. school no harm to warm up to this idea also.

Here are a few questions taken from a list written by the editor of the Journal of the N. E. A. They are equally pertinent for all branches of the secondary field.

- 1. Do I love and enjoy children and childhood?
- 2. Do I hold pupils more important than subjects?
- 3. Do I give freedom and develop responsibility among pupils?
- 4. Can I explain (and do I recognize in practice) the difference between memorizing words and building up experience that the child understands, enjoys, and uses?

The Rhodes scholars from 145 American colleges included the following in their list of what they believed should make up the ideal college professor:

(a) He "expects more initiative from, and allows more independence to, students".

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(b) He "is an inspiration for clean, honest living in his teaching".

The profession generally is commencing to recognize the necessity for less lecturing and more real teaching. We are demanding that our instructors shall not simply have degrees, but that they shall have some acquaintance with professional courses concerning the why, what, and how of their principal We must bend every effort to make sure that theory blossoms into practice, and that our pupils get first things first. We need to profit by the example of the kindergartens and the first grades. Probably they have come nearer to analyzing child nature and meeting its needs with natural devices than any other grades in the school system. Is there any legitimate reason why we should not do the same for the pupils of our particular school age, and stage of development?

In the multiplicity of tasks, and the hustle and bustle of specialization, the senior school must not let the junior fight alone for the recognition and practice of the common fundamentals in pedagogy. Let there be unity and continuity of effort throughout the sec-

ondary field in an endeavor to break up the lecture method, destroy the enthroned question-and-answer stereotype, and substitute a humanized, motivated, socialized, prove-you-can-do-it program.

VISUAL EDUCATION IN COLL INWOOD JUNIOR HIGH SCHOOL Grace E. Booth, Collingwood School, Cleveland, Ohio

The "Visual Aids Service" at Collinwood Junior High School, a part of a six-year high school, has been developed to meet the needs of class activities. It aims to eliminate for the teachers, insofar as possible, many of the matters of routine in connection with visual instruction. It is not an administrative department, and it does not outline any requirements. This feature of the organization exists because teachers make requests for the service that is offered.

The "Visual Aids Service" as an organized body is made up of the teacher in charge and about twenty-five pupilassistants. These assistants are volunteers who are located through the efforts of the Social-Civic Club, but who are accepted only after careful investigation of their character and scholarship, and with the consent of their teachers. Furthermore, no pupil, regardless of unusual efficiency, is permitted to continue in active service if his class records are below F. The special messengers, who are required to report daily, after school hours, are paid only if sent on errands.

Assistants who give a period daily to the work are organized into the "Visual Aids Service Club," which meets weekly, at the regular period for all school clubs. In the club meetings, matters pertaining to conduct, to the management and the operation of visual

aids, and to the clerical work are presented. Suggestions for improvement are given freely by the pupils. Several of the best features of operation have been suggested by the assistants. This service places much responsibility upon these pupils, for they must handle expensive and breakable material; they must be quick to meet an emergency and to act on their own initiative without recourse to immediate supervision. They are required, when on duty, to exercise the highest degree of self-control. The dignity and the honor of the service are constantly upheld.

The work centers in a small room which is equipped with filing cabinet, lockers, shelves, desk, and tables. Every period throughout the day one or more assistants are in charge there. Committees from classes go to the room to prepare visual lessons. Teachers go there to examine visual materials and to plan programs for visual instruction. Two typists, girls from the commercial department, each devote one period daily to cataloging, making records, etc. The assistants hold themselves responsible for practically all the clerical work after the adviser has completed arrangements for any teacher's requests. The accompanying blank forms were devised to expedite the routine planning and checking:

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REQUEST FOR VISUAL AIDS

| Subject | | GradeTe | acher |
|--------------|--------------|--------------|---------------|
| Topic . | | | |
| Per. Room | Per. Room | Day | Date |
| 1 | 7 | Excursion | Exhibit |
| 2 | 8 | Mounted Pict | ures Slides |
| 3 | 9 | Strip film | Stereograph |
| 4 | 10 | Opaque Proje | ector Speaker |
| 5 | 11 | Moving Picti | ires Over |
| 6 | No Pup | ils | |

VISUAL AIDS ASSIGNED

| Day Date Teacher. | |
|---------------------|------------------|
| Topic | |
| Per. Per. Subject | |
| 17Excursion | Exhibit |
| 28Slides | Mounted Pictures |
| 39Strip-film | Stereograph |
| 410Opaque Projector | Speaker |
| 511 Moving Pictures | Over |
| 6 In Charge of | |
| LeaveP.M. FareRetu | ırn |

PLEASE REPORT RESULTS ON BACK OF THIS SLIP

PERMIT FOR EXCURSION

| Are you v | willing to e | excuse | | |
|-----------|--------------|-----------|-----------|---------|
| from your | class to | go to | | |
| Day and | date | | | ? |
| Appointed | by | | Class | Teacher |
| | | | r | |
| Period | Room | Teacher | "Yes" | or "No" |
| 5 | | | | |
| 6 | | ********* | | |
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The kinds of services rendered may be grouped as follows:

- a. Planning for lessons.
- Ordering and returning Visual aids.
- Making arrangements for 'excursions.
- d. Taking charge of excursions.
- e. Supplying pupil-speakers.
- Taking charge of lanterns in classrooms.
- g. Attending to matters of routine in connection with the use of moving-pictures in the auditorium.

The Board of Education has provided an Educational Museum for the city, from which source the greater portion of the materials come. There are other agencies—the Museum of Art, the Public Library, and private concerns from which lantern slides, exhibits, films, and other helpful material may be borrowed.

The excursions within the building may be in charge of a teacher or a responsible older pupil. Several pupils from the senior high public speaking classes take small groups of junior high pupils to places of interest in the building. The leaders interview the teachers in the department before an excursion is made, and obtain first-hand information to present to the pupils in their charge.

Other members of the public speaking classes prepare talks which are given in connection with lantern slides, sketches, or pictures. These lessons are carefully planned under the direction of the visual adviser, and the talks are presented in the public speaking classes before they are given to other classes. The topics, which are chosen by the teachers who make requests for speakers, are given on travel, birds, flowers, music, poetry, stories, athletic and social-civic matters. This work is especially helpful in the adjustment classes which are made up of pupils who are intellectually and socially below the average for their grades.

When an excursion is made outside the building, a small group of twelve to fifteen pupils is taken instead of an entire class. The group is made up of representatives from several classes. Usually not more than three pupils are chosen from a class. These representatives may be excused from all other classes in which they are due for that time. Since these representatives are required to make reports to their respective classes, each one assumes responsibility for gaining information that will be of value to his classmates.

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According to this plan, the regular program of the school is not interrupted. The small group is usually more acceptable to business concerns that receive them. Also, the small group is more easily supervised in the congested sections of the city and on public conveyances.

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It is not possible to include the oplnions of the teachers about the benefits of the service. One day, a teacher reports that the excursion cured some girls of a false notion that they could enter a nurses' training course without

a good education. Another time, a report is brought in that some pupils who had not had interest in class affairs had become keenly active since being permitted to go on an excursion. Another teacher said that her pupils had gained a sense of the dignity of labor after a visit to the foundry.

These activities provide many and varied opportunities for moral and social guidance since they are conducted under conditions that are so natural that some of the most important social attitudes may be developed.

THE VALUES OF THE HOME ROOM Ira T. Chapman, Supt., Elizabeth, N. J.

The machinery of the junior and senior high school may possibly obscure the most important clearing house for personal contacts with pupils—the home This is necessarily the central point for educational, vocational and moral guidance in the junior high school, and is comparable to the class room in the old grade organization. The teacher in charge of the home room should receive every assistance to carry forward the personal work in the junior high school much the same as she should receive assistance in the grade organization. Her responsibility for co-ordinating reports of scholarship, attainments, etc., from class-room teachers and for checking manifestations of habits, attitudes and ideals is consequently very great.

"The letter killeth but the spirit giveth life." The clank-machinery of the school, sometimes operating with tremendous vigor in the home room, may submerge and engulf home-room activities. Here, not only the boy or girl as a member of the group, co-oper-

ating and adjusting himself to social conditions, but also this boy or girl as a unit, as an individual, must receive personal attention. The home room teacher is a link in the chain which humanizes the entire procedure.

Mr. Chapman read the following excerpt from the School Review, March, 1928:

THE JUNIOR HIGH SCHOOLS OF KANSAS CITY

Contacts between the home and the school. This topic leads to the home-room organization and to the program of educational, vocational, and moral guidance. Every child is a member of a home room, a socially organized, self-governing, democratic unit, electing a representative to the Student Council, which participates in the government of the school under faculty guidance. One teacher acts as sponsor for one group throughout the entire three years, retaining under her personal direction approximately the same thirty-five to forty pupils. Thus, one teacher

comes to know each pupil intimately, and in many instances establishes close contacts with the pupil's home. If a parent comes to the school, the child's home-room counselor takes her place with the principal for the interview in all except extremely rare cases. Moreover, she tabulates all the periodic report cards that are sent to the homes; she consults with other teachers about her pupils at least once and often many

times a year; she summons parents to interviews on occasion. In her charge also are the mimeographed sheets and preliminary enrolment cards for the succeeding year. These are sent to the homes, discussed by parents and children, and signed by both the parents and the teacher. Thus, without any elaborate machinery, the school counselors and the parents are able to effect seemingly admirable co-operation.

CURRICULUM MODIFICATION IN JUNIOR HIGH SCHOOLS

R. L. West, Assistant Commissioner of Education, New Jersey

It seems rather trite to begin a discussion of this topic with the statement that at the present time the agency in the educational process which is most in need of improvement is the teacher herself. It is my contention that in spite of the increase of teacher training agencies and the advance in qualifications for teachers which have occurred in the past few years, other phases of education have progressed faster than teacher-quality. It is doubtful if I can prove this contention by scientific data. In these days, one's personal opinion is worth very little, whereas the medium of a large number of personal opinions is considered to be of scientific value. I have not sent out a questionnaire on the subject, and therefore I am unable to present the range, quartile points, probable error or median of my proposition.

If, however, we note what has been happening in education during the last quarter century, we may find some basis for our argument. Consider first what progress has been made in school building construction and in the facilities which buildings offer to our pu-

pils. In this field, progress has been so remarkable that often we look at a building not more than 10 or 15 years old and wonder how such blundering could have occurred. Not only have we improved the standards of lighting, heating and ventilation, safety, and other physical items, but we have actually begun to incorporate into our school architecture beauty and harmony of design. Consequently, the Junior High School building is often the most imposing edifice to be seen in a community.

The increase in the facilities which buildings offer has also been remarkable. No Junior High School building is considered at all adequate unless it contains an auditorium, gymnasium, cafeteria, special rooms equipped for manual and aesthetic activities, medical rooms, etc. A swimming pool is no longer a rarity. You can find any number of Junior High Schools in this vicinity that have far more elaborate facilities than many colleges of the country.

In textbooks, too, there has been a great improvement. In fact, the writ-

ing of textbooks has proceeded on the theory that the handicap of inadequately trained teachers can be overcome by the excellence of textbook material. American education is much more dependent on the textbook than European education. In fact, Europeans often call our method the "textbook" method. Many books are organized to constitute the entire course of study so that the teacher can follow it page by page. Competition among our textbook companies forces constant revisions and new offerings. Supplementary books are much more numerous and more usable than they were a few years ago.

The general organization and management of education has also progressed rapidly. During the past few years we have seen developed a body of administrative principles which has come into fairly common acceptance. The Superintendent of Schools is, on the whole, regarded as a professional expert, while the Board of Education is a legislative body representing the people in the determination of policy.

Supervision has emerged as a necessary part of the program of improvement. Its purpose and procedures have been much discussed and clarified, techniques of supervision have been learned and are now being demonstrated.

Scientific knowledge of education gained through research has increased enormously in the past few years. We know, or at least we may know if we wish, much about the way in which children learn, their disabilities, and the remedial measures which should be taken to overcome these disabilities. It is probably true that such studies have been more frequent in the elementary grades than in the Junior and Senior

High School. Yet the latter schools have felt the general trend. We also have available a respectable literature concerning the problems of curriculum modification, some of which is of real scientific merit. We have developed techniques for securing and handling such information.

I do not need to discuss at length the progress which has been made during the past 20 years in the measurement of pupil capacity and of some of the results of education. Whereas some of this activity has been hasty and misunderstood, a considerable amount has been productive. We now understand something of individual differences and of differing types of ability. We have reliable methods of measuring pupil accomplishment and consequently of evaluating the teaching.

The Junior High School idea with the attendant reerganization of education which it has brought has developed during the past quarter century. Consequently, we have developed the vision of a system of education adapted by proper differentiation to children of widely differing capacities and futures.

I am sure that I have not exhausted the list of the marvelous improvements in education with which we are familiar. Suppose we ask ourselves the "Has there been an equal question: improvement in the education of teachers and in their fitness to use the machinery which has been developed?" Do we today have Junior High School teachers who measure up academically and professionally to the task which they have? How can such teachers be trained? How can teachers now in service be aided to grow in knowledge and in power?

In selecting teachers for Junior High Schools, choice must often be made be-

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tween the elementary teacher of limited academic training who knows the tricks of teaching, and the college graduate who knows nothing of teaching technique. Some schools have adopted the latter alternative, attempting at the same time to build up means of producing the techniques "on the job". I do not know which way has been more successful. It is certain that even now not many state or private institutions have set up teacher training courses designed specifically to prepare teachers for Junior High Schools. The recent Carnegie Foundation report on secondary education in Europe and in America showed clearly, to our chagrin, the superiority in scholarship of the European teacher over the American. We have recognized our deficiencies and have been attempting to raise our standards. Our teachers have flocked by the thousands to extension and to summer courses. After school, Saturdays, evenings they have been working to get the coveted degree. The Board of Education frequently pays them for this activity to the tune of a bonus of \$50.00 for every 150 hours or some similar amount. What the degree means nobody knows. As a rule, it has not meant a unified program of intensive study leading to the thorough mastery of a given field.

Perhaps it is too much to expect to be able to secure real scholars for all of our Junior High School positions. We should at least aim to have teachers who are open-minded, tolerant, critical, and eager to grow.

Growth in service is a concept which we are beginning to understand. We often say that education should never cease, yet the inertia of our mental constitution seems to belittle our assertion. Think over the friends you have. How many of them meet regularly to discuss questions of politics, history, or literature? Send out a questionnaire to a group of Junior High School teachers concerning the reading of a few worthwhile books recently published. The results will be disappointing. How many teachers have a concept of growth such as Everett Dean Martin expresses in his "Meaning of a Liberal Education"?

One of the stimulating recent professional books is Bode's "Modern Theories of Education". In the early part of his book he discusses the meaning of democracy. He says that by democracy we do not mean equality under the law or the political democracy which gives every man a chance to vote, or a hail-fellow kind of attitude among people. He maintains that the difference between an autocratic and a democratic philosophy of life is the difference between the society or the person who believes in the status quo and the one who is willing to experiment and to change. These contrasting attitudes exist in every realm of life,-government, business, religion, education, etc. The person who believes that ancient moralities were final, or that the Constitution of the United States is too sacred to change, or that present educational methods are the last word, is an autocrat. People are much more ready now to accept rapid changes than they used to be, due to the lightning changes which inventions have brought us. Yet, they are far less ready to accept changes in social customs, or religious beliefs than in the more physical aspects of life. Witness: Dayton, Tennessee.

I maintain that the teacher in this age must have a democratic philosophy. She must be willing to hold all aspects

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of life up to the light of reason, study them, accept new evidence, come to new She must be eager to conclusions. make the school an agency for progress in this kind of a society. Dawson, in his recent book on "Teaching the Social Studies", maintains that one of the most important objectives of this field is to convince the pupil of the possibility of the improvement of human relationships. I can not accept a concept of education as existing mainly to hand down the culture of the past. Certainly it must aim to encourage the pupil to re-make the world in terms of its present conditions and needs. In this connection, it is interesting to note that Harry Elmer Barnes says that we have placed altogether too much emphasis on the contribution which history can make to the solution of present problems. He maintains that this attitude has produced reaction because, as a rule, some new variable has been introduced which has wholly changed the nature of the problem.

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I present these viewpoints because it seems to me that one of the most important attitudes which any teacher of the present time should have is this type of democratic attitude toward the world and toward the educational organization. If the schools are to keep in touch with the demands of current life, it is absolutely essential that those who are controlling the class room procedure constantly re-examine that life and modify the content of our subject matter, so that it will be of real use to the members of society. Consequently, I feel that the participation of teachers in modifying our curricula should have as the first beneficial result which we might mention, the effect of guiding teachers to survey their world critically and to clarify in their own minds the objectives of education and the means

by which each particular phase of education contributes toward reaching those objectives.

Anyone who visits schools is conscious that teachers may read and accept the objectives which are set down in courses of study without actually applying those objectives to their detailed work. One can go into a history class and find the teacher managing the material in such a way as to breed race hatred and national arrogance, while the course of study which the teacher follows, has set down as one of the main objectives of that work, creation of race tolerance and a spirit of understanding among the nations of the world. The teacher has read these objectives with assent, but has failed to understand their full significance as it applies to the daily lessons and to the selection which must be given to each unit of work.

In geography, one often finds the teacher who has accepted superficially the idea of geography as a social subject which ought to clarify all methods by which man has controlled his environment for his social welfare, teaching her work in a way which is quite contrary to the connotations of the general objective.

If ,then, we are to have teachers who can carry into their daily work the aims and objectives which should be clearly understood in connection with each subject, it will be necessary that these teachers have a share in the actual shaping of those objectives and in understanding what they mean in the teaching process.

A second value which comes to teachers who share in the modification of curricula is the study of research work which has been conducted in various subjects during the past few years. Sometimes I think that there is consid-

erable bunk abroad in regard to the contributions which teachers ought to make to the formation of a course of study. We should realize that there are a large number of agents in the educational field, and that each one of these agents can do a particular type of work which is necessary for the perfection of the entire picture. If we look at some of the important steps which have been taken in the last few years for improving teaching technique, in certain subjects, we shall discover that most of these steps were taken as a result of research which was actually carried on, not by teachers, but by laboratory workers, usually those who were working in connection with our universities or teachers' colleges.

Suppose we take, as an example, the experiments which have been conducted in determining the way in which children read. Experiments conducted by Huey, Dearborn, Gray, and others, have been conducted with apparatus which is not available for the actual size of the class room teacher. Photographic methods for determining the movement of the eyes when reading, and other such research work must be carried on by people who have the scientific background and apparatus to take care of such experiments.

Similar research studies in spelling, by which we now have available the minimum word lists which have been derived from the counting of millions of words from various kinds of literature, have been carried on by those who had the training and the time to concentrate upon this particular type of service. We ought not to expect the class room teacher to perform experimental research work of this sort. She should, however, be able to utilize the results of such experiments, and to in-

corporate those results into her own selection of subject matter and technique of procedure. To do this, of course, it is absolutely essential that she be familiar with the experiments which have already been performed and those which are under way.

I know of no better way of acquainting teachers with such material than to give them responsibility in connection with the construction of curricula. I realize that much of this material is contained in text books concerning education, but when we observe the failure of teachers to make application of the scientific research concerning which they read in educational courses, we are obliged to conclude that this method is rather unfruitful in translating scientific practices in education from the laboratory to the class room. think that it is safe to say that the average teacher is several years behind the best practices in education which are now known.

To hand such material to the teacher, ready-made, seems to be unpsychological, but to encourage her to actively co-operate with other members of the school system to include such material as a part of her course of study, challenges her to discover and to use the best practices which are available. Likewise, it is valuable to the teacher to understand the viewpoints of supervisors, principals, and superintendents of schools in regard to their work. The co-operation of these various workers on a curriculum committee, gives an opportunity for the exchange of information and the understanding of one another's views. All of this is of great value to the class room teacher, who is often so isolated in her work that she has no opportunity to appreciate the advance which is going on in certain centers, and the trends of thought which are current outside of the four walls of her classroom.

In the third place, the teacher who co-operates in the constant modification of the curriculum is challenged to examine her methods of presentation in order that she may present such methods to her co-workers in a given school system. I am inclined to believe that possibly the best contribution of teachers to curriculum making lies in the field of the actual classroom method. It is she who should pass judgment upon the application of theories to the actual teaching and learning process. In the evaluation of method and the suggestion of topics for the teaching of certain material, teachers should be encouraged to make constant contributions to the curriculum material being built up into a given system. What I have in mind is the sort of thing which has been done in several of the private schools and some of the public school systems of the country.

The Trenton (N. J.) school system issued, three or four years ago, a curriculum year book for the elementary grades, which was a collection of miscellaneous contributions made by different committees which had previously worked on definite course of study material. In this year book, each committee contributed something which either clarified or amplified or added illustrations to the course of study material which had previously been published.

For example, the committee on history made a report upon an investigation concerning the teaching of dates which it had made among the teachers of the 4th, 5th, and 6th grades.

The committee on English reported the result of an experiment which it had conducted to discover whether or not there was a correlation between the ability of children to discover errors in grammar in a written paragraph, and their ability to speak correctly, as observed by their teachers.

The committee on industrial arts presented a project which had been worked out by a certain teacher for an entire month. The teacher's plans were presented and the project could be followed day by day, showing that steps had been utilized for achieving the general purposes which had been set up.

Other subjects were treated in a similar manner, there being several contributions by teachers concerning successful teaching units or type projects. These articles were signed articles, so that a large number of teachers received public credit in this way for successful bits of work. I believe that this kind of local school work would be a very desirable part of curriculum modification. It provides a method for a large number of teachers to make contributions which can be read and become helpful to other teachers within a system.

Sometimes I feel that we fail to realize how isolated our teachers are, and how much they need the opportunity to see or read exact accounts of teaching experiments. The ordinary teacher does not have the opportunity to observe other practitioners at work as does the lawyer, or the doctor, or other types of skilled workers. Her work is of such a nature that, aside from the suggestions which her principal or supervisor makes, she has little opportunity to observe the type of work which others in her field are doing. Consequently, we need literature which will describe accurately how teachers have proceeded to build up

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certain ways of handling material and children.

Finally, modification curriculum should prove to be a great stimulus to the growth of teachers by giving them an incentive for professional reading. The teacher who is responsible for work on a curriculum committee must, of necessity, read rather widely in professional literature, concerning the subject which she has in hand. She must be familiar with the general books dealing with the objectives of education and the specific importance of her particular subject. I have already mentioned that she must be familiar with those works which describe the scientific researches and experiments which have been made in her particular field. She should also be familiar with books on methods of teaching in her field, so that she can come to a decision in regard to the best types which she wishes to recommend in her own curriculum contribution.

It seems to be necessary for human nature to have definite objectives in order to get the most out of its own possibilities. It is possible, of course, for many people to become self-educated without having the definite, regulated plans of study which are required by institutions. Nearly all of us discover, however, that when we are not under stimulus of organizing our reading and our thinking toward definite ends, we become rather desultory in our work, and sample a large variety of material without reducing it to a particular purpose and value. Quite frequently we enjoy such activity, but we make very little use of it because we have not engaged in it for a conscious purpose. It is for this reason, of course, that a definite program in academic and professional work is of value to teachers.

The same argument is valid in regard to teacher participation in curriculum modification. The teacher who has a definite job to do in connection with such work will have the incentive and the interest for studying and reading to achieve that given end. By so doing, she will improve her own grasp of the material. The necessity of organizing her work in order to present it to others will require a thoroughness of mastery which is a desirable stimulus.

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There is great danger that the educational system of today will share in the tendencies of specialization which are quite apparent in certain other lines of activity, especially in business and in manufacturing. Tendencies to specialize have become so great that in many of our Senior High Schools we have teachers who are instructing in only one subject, and feel no responsibility for their pupils outside the work in that particular subject. Consequently, we have developed subject matter teachers, and then have added to them a staff of vocational counsellors, visiting teachers, social workers, and various other people who take it upon themselves to participate in many activities which the teacher used to perform. Junior High School administrators who are trying to decentralize and place more responsibility upon the class room teacher find it very difficult to have on their staff a senior high school teacher who has had long experience under an era of specialization. There is need, no doubt, for certain specialists in the educational machine, but it will be unfortunate to destroy the more or less general functions of the individual teacher. Any movement which holds these general responsibilities and thus increases the teacher's command of the entire educational process is, to me, a movement which will make teachers grow. Their responsibility for curriculum modification is this kind of a movement. It recognizes the value of the teachers' own contributions toward the critical re-examination

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of the purposes and procedures of our schools. Carried on in a system of mutual co-operation, it should do much to increase the moral and the general spirit and growth of any school system.

CLUBS, THE TEACHERS' OR THE STUDENTS' HOBBY

Democracy in the Junior High School Club
Adda Dilts, Washington Junior High School, Kalamazoo, Mich.

Few will question the idea that clubs have come to stay as a part of the junior high school program. It is the exceptional junior high school which does not have some clubs, whether these clubs have an accepted place in the school day or not. Many schools have a definite club period, or even two of them, every week. This article is not a plea for such a period, the arguments for which are so well known. It is merely the account of an interesting experiment which has recently taken place in Washington Junior High School, Kalamazoo, Michigan.

This school has been accustomed to having a club period weekly during the past five years. Under the old system, it was taken for granted that each teacher would sponsor a club. At the end of each semester, the faculty sponsor of the Club Committee of the Student Council would interview the teachers and find out which club each wished to sponsor during the next semester. A list of these clubs was then presented to the students, and each pupil made out a club election blank containing his first second and third choices of clubs. These were sorted out, and as equable division as possible was made. In spite of this, however, many students had to take their third choice or even go in a club for which they had expressed no preference. This was necessary in order to keep popular clubs within the limits set by their sponsors, and to fill up clubs which did not prove to be popular. Doubtless dozens of other schools have gone through a somewhat similar process, and perhaps arrived at different solutions of the difficulty.

For some time the club sponsor had been endeavoring to find a way in which the choice of clubs might be made more democratic, by giving the students a better opportunity to express what clubs they desired. In February, 1928, the following plan was used. It proved to be far from perfect, and will doubtless be modified as time goes on, but it was a step in the right direction, and it contains an idea which other junior high schools may wish to adapt to their own conditions.

Some time before the close of the first semester, a talk was given in auditorium period on the subject of clubs, their value, and what the students should gain from them. At this time the announcement was also made that the members of the student body were to have the opportunity of initiating those clubs which they themselves desired. A short time later, a forty-minute home room guidance period was devoted to the subject of clubs. Students were asked to tell what clubs they had enjoyed in the past, and what clubs they

would like to see formed for the next semester. Each home room teacher had been given a mimeographed list of one hundred or more possible clubs as a basis for discussion. The details in regard to taking out petitions, having a charter issued and similar points were also explained more fully than had been possible in assembly.

The points which the students were asked to keep in mind were the following: Any student who desired to take out a petition might do so; a definite date was set when these petitions were to be turned in to the club committee; not less than ten nor more than twenty signatures were to be obtained; if possible, a sponsor was to be obtained for the club, rather than leaving this to the Club Committee.

A record was kept of all the petitions issued. On the date set for them to be handed in, the committee went over all of them with a view of deciding which ones were most feasible, and could be recommended to the Student Council for a charter. Over thirty petitions were turned in, a large number for a school of slightly less than six hundred.

Certain things stood out very plainly in the petitions. Active clubs were by far the most popular. Students wanted clubs in which they either made things, or carried out lively activities, rather than ones in which they sat in their seats and listened to a "program" Anyone acquainted with adolescent nature would not be surprised at this. Such clubs as tennis, dancing, boxing, hiking, were supplemented by archery, aeroplane, woodwork, needlecraft, basketry, quilting.

Various difficulties also arose. Only two gymnasiums were available, while at least eight groups wanted a club which would require such a space. Oth-

ers called for expensive equipment, such as golf clubs, which would be likely to militate against the desired democracy which would make clubs open to any who wished to join them. Other groups found difficulty in obtaining a sponsor. There were more petitions out than there were faculty members to select from The idea back of this new system was that these clubs were to express the hobbies of the students, not the hobbies of the teachers, as is too often done. A group which wished to do a certain thing must find a teacher willing and able to sponsor the work. In several cases, teachers showed their good sportsmanship by undertaking a club at the request of the students, about which they themselves knew very little, but about which they were willing to learn with the boys and girls. Every teacher was drawn into some type of a club finally. The former situation of teachers urging students to join "their" club was reversed by having groups of students urging teachers to sponsor "their" club.

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All the difficulties had to be ironed out by the Club Committee before the petitions were presented to the Student Compromises were made, meeting places adjusted, certain clubs dropped, more feasible ones added. It was not an easy process, much more difficult than when the teachers merely signified their choice of the clubs they wished. It called for much tact and discretion and time before a list of some twenty clubs, each provided with a satisfactory meeting place and a sponsor, was ready to present to the Council. All of the clubs recommended by the committee were chartered by the Student Council, though not as a mere matter of form, as a large number of questions about various clubs were

asked of the committee.

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The next step in the formation of the clubs was to allow the remainder of the student body to sign up for the club of their choice. Copies of the charters and of the "charter members" (those who had signed the original petitions), were placed on the bulletin board, and a day given for students to sign up. In each case the number of students who could join the given club was indicated on the charter, and as soon as this limit was reached, the charter was taken down and given to the sponsor. Practically every club reached its limit of membership.

Those students who did not sign up for any club were asked to report to the Study Club, with a teacher in charge who had volunteered for this service rather than take some other club. The first two or three club periods were spent in an effort to interest these boys and girls in some one of the clubs not yet filled, or to find some new

club which they would like to organize. A number of the students in the Study Club were thus disposed of. The others have spent their time profitably in doing school work, and may find some hobby in which to be interested next year.

This new system of deciding upon clubs to be offered is far from being perfect, as has already been stated. It is, however, a step toward democracy in the formation of clubs. It places the burden of choice upon the student, rather than upon the teacher. It should be much simpler to work out another year, as the students become accustomed to the idea.

The complete list of clubs as finally decided upon was as follows:

Aeroplane, Archery, Basketry, Cartoon, Chess, Checkers, Children of Republic, Dancing, Games, Girl Scouts, Girl Reserves, Handicraft, Junior Tennis, Junior Dramatic, Needlecraft, Pioneers, Quilting, Senior Tennis, Senior Dramatic, Typewriting, Woodwork.

USING COMMUNITY RESOURCES

Mr. E. J. Sweeney, Principal, Bayonne Junior High School, Bayonne, N. J.

If the junior high school is to be, as it should be, a telic instrument for effectively meeting the needs of children, it must utilize not only all those commonly accepted curricular and extra-curricular activities that are found in the more progressive schools, but also those community resources or agencies outside the school that are potentially capable, if wisely employed, of redirecting, guiding, and intensifying the work of the school.

Strange as it may seem, it is nevertheless true, that up to the present time, the schools, by and large, have not made use of those external agencies to the extent to which they might be employed. Making use of these additional resources is not quite as simple as it may appear.

First of all, the teachers themselves must recognize the existence of these agencies and the educational values attached to their proper employment.

Second, the agencies themselves that have real contributions to make must be made to realize that they contain great possibilities for furthering the educational opportunities of children by articulating and co-ordinating their activities with the work of existing schools.

Progressive schools and progressive teachers appreciate the fact that the education of the child does not take place wholly within the school, and that all the factors and elements that influence and direct the experiences of the child, for good or for ill, outside of school as well as in school, must be taken into account. They know that the face-to-face contacts of the child in his other community relations—at home, in his gang, in his church affiliations, in his neighborhood—as well as in his relations with his schoolmates, and teachers, continually affect his experiences.

Such knowledge is impressive enough to make the teacher who is genuinely and intensely interested in the education of children realize that the horizon of the child lies far beyond the narrow confines of any school, and far beyond the limits set by traditionally accepted subject matter requirements. knowledge is also sufficient to indicate that the traditional procedures that have so long prevailed, and that have found expression in the mere acquisition and mastery of school subject matter, for school examination purposes, are not vitalizing enough to meet the needs of children in this changing civilization.

Besides recognizing the potentially valuable educational contributions that are to be found in many of these agencies external to the school, teachers must see to it, as already stated, that such agencies are brought into relation with the school. Such articulation and co-ordination between the school and these other local agencies must be affected if the desired co-operation is to be developed in the common enterprise of educating children.

Many schools have already done this; others must follow. Some years ago, a certain school organized its classes in community civics into groups for the purpose of studying at first hand the activities of a community in definite fields of community welfare.

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One group was to study the education opportunities offered in the schools of the community and the costs for providing such opportunities. This was to be a field study of such activities. The members of this group visited the offices of the Board of Education and some of the public and private schools of the community. Another group was to study the health activities of the community. A third group was to study the water supply-its filtration, distribution, costs, etc. A fourth group was to study the park and playground provisions of the community. A fifth group was to study the activities of the police and fire departments in safeguarding the lives and property of the communitg. Similar groups were at work on other phases of community activities.

The problems were all set up through class discussions between pupils and teachers so that the assignments in the field might be as definite as possible. These groups, according to the specific interests, visited the various agencies in the community where they might see and study at first hand the activities carried on in each.

When the time came for reporting the results of their visits, these groups were not very enthusiastic about the reception accorded them or about the information received. In some cases they were told that nobody could bother with them, or that they did not have the information at hand. In other cases, they were told, not too diplomatically or po-

litely, to go back to school and study their lessons, and not to be prying into other people's business.

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The mistake was made of not educating these agencies in advance, showing them the relation they might have to the school, and the values of the contribution they could make in the education of children. A personal visit to the Mayor of that community and an explanation of the purposes involved in the visits of the children to the various city agencies opened up many opportunities to study the activities of all departments. From that time on there has been a frequent exchange of visits between the children and the heads or representatives of the various city agencies.

A new interest in community civics was awakened by this articulation and co-ordination of activities between the various agencies of the city and the school. A reception quite different was given to other groups who desired to learn how community welfare was promoted through the activities o f banks, building and loan associations, insurance companies, industrial plants, transportation companies, the public library, the art museum, and clinics. agencies received the pupils with open arms, made them feel quite at ease, and seemed anxious and pleased to give them every attention.

Many people have the impression that children acquire an education almost entirely in school, assuming that the acquisition of subject matter for examination purposes is the terminus ad quem of education. Luckily, however, there are many who think otherwise. Not very long ago, a Superintendent of Schools came into a junior high school, and after walking through the building said: "Where are all the pupils?" He was told that:

- Eight sections of the graduating class had gone to various places of interest to them.
- (2) The pupil Reporters' Club was visiting a large newspaper plant.
- (3) The pupil Librarians' Club was visiting the Newark Public Library.
- (4) The Museum Club was visiting the Museum of Natural History, N. Y.
- (5) One Art Club was visiting the Metropolitan Museum of Art, N. Y.
- (6) Another Art Club was visiting the Spanish Museum of Art, N. Y.
- (7) A Know Your City Club was visiting a local silk mill.
- (8) Another Know Your City Club was visiting one of the local oil refineries.
- (9) Another Know Your City Club was visiting a local soap factory.
- (10) Another Know Your City Club was visiting a water supply plant.
- 11. Another Know Your City Club was visiting a marine boiler Works.
- (12) A Nature Study Club was visiting a nearby park.
- (13) The pupil orchestra was playing in another school.

Did the Superintendent say that all these groups should have remained in the building? No. He said: "That's fine!" Were these children in schools? Why of course they were, for that day the school was out there in the community, where many sources of inspiration, information, and education were to be found.

Where were the teachers? Why, they were out there with the pupils, working with them on those acres of diamonds, getting encouragement, and experience themselves in the more effective utilization of these community resources for the attainment of real educational objectives. They were out there forming partnerships with those directing these community resources, to

the end that both the schools and these other local agencies might co-operate more effectively and efficiently in the common enterprise of educating children. How much these contacts mean for guiding the growth of teachers in service! How can they grow without such contacts? They help to vitalize the work of the schools by making education relate to life.

An argument often used in the appointment of local candidates for teaching positions in local schools is that such local candidates are more familiar with the needs of pupils and the resources of the community. Experience, however, teaches that whatever there is to commend the theory, its application very frequently falls short of the ideal to be realized.

Why don't teachers utilize to a greater extent the many helpful resources of the community to help them in their work with children in school? Well, it may be for many reasons.

(1) Perhaps they do not know those community resources that have contributions to make towards the educating of children. If they do know them

(2) They may not see the relation of these community resources to the work of the school. If they do know them and see their relation to school work

(3) They may not have learned to coordinate and articulate the activities of these resources with the work of the school, or

(4) They may have other reasons, including selfishness, inertia, indolence, etc., or, what is very often the case

(5) They may never have been encouraged or guided in the utilization of these resources.

Experience will teach us that very frequently teachers do not know about the community resources, whether they live in the community or not. Examples:

- (1) In a Know Your City Club one day I heard a discussion on the local industries. The teacher asked how many industries there were in the city. No one knew—not even the teacher. They began to guess, and finally they guessed three. As a matter of fact, that particular community had over 150 industries.
- (2) Another Know Your City Club was discussing the current cost of education in the community. No one knew—not even the teacher. They began to guess, and that one class of 35 pupils guessed all the way from \$5,000 to \$60,000,000. One pupil asked the teacher what she thought, and in attempting to cover up a lack of knowledge, she confessed she did not know much about it because she was not born in the community, and did not live in it, but she ventured a guess that was five millions out of the way.
- (3) A Know Your State Club was discussing the climate of various sections of the State of New Jersey. The teacher went into ecstasy over the climate of Atlantic City, finally ending with the statement that snow never falls in Atlantic City. That statement made me think quickly of the mental and physical condition in which I must have been when I was once walking the boardwalk in a blinding snow storm.

Encouraging and guiding the growth of teachers by means of teacher-committees on the utilization of community resources? Yes, by all means. Where shall such encouragement and guidance begin? Much valuable time will be lost if such encouragement and guidance have to wait till teachers have come from normal schools, liberal arts colleges, and even teacher-training insti-

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tutions connected with our universities, in many of which, traditional procedures still play a very important part, and where the acquisition of subject matter and passing examinations, determine promotion and graduation.

The proper attitudes toward and the skills to be used in the utilization of community resources must be developed, at least in part, by our teacher training institutions. Just more courses in prescribed subject matter will not necessarily create the desired attitudes, or give encouragement and guidance in the utilization of community resources.

In conclusion, you may be interested in knowing how one junior high school should be made a part of the public school rolicy in a certain community. The procedure followed in an attempt to answer the question was:

- 1. First, to determine the needs of the community for which provisions should be made.
- 2. Second, to determine to what extent the present schools and other local agencies were meeting their needs.
- 3. Third, to determine to what extent a telicly planned junior high school might be made to function in meeting these community needs more effectively.
- 4. Fourth, to determine the factors that enter into and therefore must be considered in planning such an institution.

Briefly stated, it was found that there existed very little co-ordination and articulation between the schools and other local agencies. In an effort to bring about a closer articulation, a study was made of the community agencies or resources and how they might be co-ordinated and articulated with the work of the junior high school. This study was made as part of the teacher

training courses organized for the purpose of training teachers for the proposed junior high school.

I shall call your attention to only one of these courses. This course was planned in connection with the development of a health program for the junior high school, and directed by Professor Payne right in the community for which the program was being planned. To show the relation of this course to our present discussion, I shall simply state one of the means used by Professor Payne in encouraging and guiding the growth of teachers through teacher-committees in the utilization of community resources.

The class of some 80 or 90 teachers, all of whom were candidates for positions in the new junior high school, was divided into the following committees:

- Committee on Home Conditions in the community.
- 2. Committee on Community Health Conditions and Health Practices in the community.
- Committee on Survey of the Amount and Character of Community Sickness.
- 4. Committee on Diet Survey of Pupils.
- Committee on the present procedure in the physical and medical examination of pupils.
- 6. Committee on a Survey of Children's Health Practices in and out of school, using the Payne health scale.
- 7. Committee on new proposals in school and classroom organization for the development of Pupils Health Practices.
- 8. Committee on supervision of Health Instruction in Junior High Schools.
- 9. Committee on instruction of parents in health education and securing

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- 10. Committee on the instruction of the public on education in health.
- 11. Committee on the articulation and co-ordination of community resources with the work of the schools.

The work of these committees showed rather conclusively what was going on out there in that community, and furnished us with guideposts for new procedures.

By all means let all schools develop better attitudes and procedures by encouraging and guiding the growth of teachers through teacher-committees on the utilization of community resources. Make the Public Library an additional class or laboratory for pupils. Tie up your Boy Scouts and Camp Fire Girls with your pupil participation in the government of the school. Bring your school to the museums and the museums to your schools. Make the daily or weekly publications of your community mediums of acquainting the community with the work of the school. Develop in pupils an appreciation of the opportunities for education that the community is providing.

As pupils learn to do by doing, so teachers learn to utilize these acres of diamonds by digging into and appropriating the finest stones that lie just around the corner from their schools.

AN EXPLORATORY COURSE IN GENERAL LANGUAGE

By L. H. Bugee, Supt. of Schools, West Hartford, Conn.

To understand the subject, "An Exploratory Course in General Language," an understanding of the principles of junior high school education is absolutely essential. One cannot appreciate the aims of this course who does not know the aims of the junior high school. Naturally, there is some difference of opinion as to the exact purposes of this school, but authorities generally agree on certain principles, and on this one phase there is practically unanimity of opinion. In the "Fifth Year Book of the Department of Superintendence" published in February, 1927, we find these facts: "The junior high school is that portion of the public school system above the sixth elementary grade. including usually the seventh, eighth, and ninth grades. It is essentially an exploratory, try out, and information school."

In a chart on page 20, forty-nine out of fifty-nine public school administrators and seventeen out of twenty college specialists stated that one of the special purposes of the junior high school is: prevocational training and exploration resulting in wise choice of later school courses and life work.

The best authorities on junior high school education recommend exploratory courses. Calvin O. Davis, Professor of Secondary Education in the University of Michigan, makes this statement in his book, "Junior High School Education,"—"There should be a period of exploration when there is a preview of the specialized secondary school courses which distinguish one high school curriculum from another and when prevocational try-out is provided for drop-outs. This general introductory course offers opportunities for ex-

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ploration of aptitude for the whole subject field. Properly, therefore, junior high school courses are designated as general mathematics, general science, etc."

Again he says: "In outlining course for the junior high school, the fundamental principle of the whole reform movement must not be lost to view. This is, to take account of individual differences among pupils and to afford each pupil a preliminary survey of every field of knowledge he is expected to enter, by making all first courses exploratory courses." Mr. Davis quotes from James M. Glass, State Supervisor of Junior High Schools of Pennsylvania, "Every exploratory course must fulfill a twofold purpose: first to help some pupils to explore their aptitude for the course, and second, to give all pupils an actual educational return."

In the November number of the magazine, "American Education," Jesse B. Davis, who was supervisor of secondary education in Connecticut and is now professor of secondary education in Boston University, wrote an article expressing his belief in such a course, approving specifically the West Hartford plan. He also wrote for the "Fifth Year Book" his belief in the plan for the following reasons:

- 1. It makes a transition from the elementary procedure to the secondary a gradual one.
- 2. The exploratory feature helps to eliminate from foreign language study those who have no aptitude for it.
- 3. It gives a preview of the field of foreign language study in the senior high school in order that the pupil may make a more intelligent choice of subjects.
- 4. It lays a basis for a better understanding of the English language,

broadens the pupil's vocabulary, and is of real value to those who may never study any formal foreign language.

5. From the administrative point of view it is a more satisfactory beginning for the study of a foreign language than the formal study of a single language for advanced credit. The number of pupils starting a foreign language in the seventh grade who survive to carry on the work for the complete course is so small that it is difficult to defend the procedure."

Thomas H. Briggs, Professor at Columbia University, stated in this same book, in regard to our course: "In order that the junior high school may achieve the purposes of exploration and revelation such an introductory course should, I think, be given. . . . As a result of such an introductory course, I think there would be a selection of those more fit for advanced work. Those who drop out would have something of value to them, and those who do continue would have a more intelligent background for their studies."

Anyone desirous of information about this work, and unfamiliar with the junior high school curriculum, will find it worth while to read the chapter on "Foreign Language in the Junior High School" in the "Fifth Year Book" which was written by a committee consisting of superintendents, directors of foreign language study, supervisors of ancient languages and modern languages.

In the junior high schools in West Hartford such an exploratory course in general language is given as one of four exploratory or try-out courses taken by all pupils of the eighth grade. Each of these courses represents a different curriculum of the high school. The art course gives a foretaste of art in the high school; the commercial work gives

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ducexa preview of the commercial curriculum in the high school; the courses in manual and household arts are forerunners of those courses in the high school; and the general language course represents the college preparatory curriculum. These exploratory courses are taken in addition to the regular courses in English, History, Mathematics, and General Science.

There are two principal aims in giving the course in general language. To the pupil who elects Latin for the ninth grade, it is of value in giving a background for the study of Latin. This means that he brings to first year Latin a knowledge of the home life, Nothes, and national customs of the Romans as well as geographical background. To the pupil who elects no other foreign language, it gives a knowledge of the formation of English words and the relation between English and other languages. It shows all the pupils who take the course, as well as their teachers and parents, whether the child has the ability to continue this line of study, and helps him in making a choice for his life work. This pre-view of first year Latin is expected to reduce the mortality in first year Latin.

The course in general language may occupy a half year or a whole year. For a half year course, the introduction, which tells about the beginnings of language and the influence of Greek and Latin on languages of today, occupies the first two or three weeks. This is followed by Latin for the next eight weeks. Next, French, Spanish, or German may be taken for five weeks, followed by Word Study for the last two or three weeks. In any case, the Introduction and Latin should precede the modern language and Word Study. For a full year course, either of the lan-

guages might be taken for a longer time, or a second foreign language might be included.

For example, Introduction, Latin, French, German, and Word Study might be included in a year course to suit the high school curriculum.

The introduction to the course is a history of the development of language. It starts with a picture of the earliest cave men and includes a history of the development of writing, hieroglyphics, cuneiform, and other forms of writing up to the present day. The history of races and languages is summarized briefly to show the distinction between the development of races and language. That Latin, Greek, and Sanskrit are sister languages, and that French, Italian, and Spanish are daughters of Latin, are some of the points brought out in this chapter. The Greek and the Roman influence on language and a brief summary of the development of the English language, concludes the introductory material. The final paragraph of the introduction is as follows: "We try to show how man at first had no language, how he gradually developed first speech, then writing; how speech and writing changed in different races and in different parts of the world; and finally, how our own language came into being with the help of many other peoples and tongues.

The study of Latin begins with a trip to Italy. This is planned to give the child an interest in the marvelous country of the Romans, to give him a conception of the country as it looked in the time of the Romans, and to give him an exact and live picture of their life. In addition to the printed material, we use maps of the country, slides, pictures, postcards, and other class helps. The scene of the Latin stories is in

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Pompeii, particularly about 79 A.D., the year of the eruption of Vesuvius. In every language the historical and geographical background is accurate. Our background in Latin has been taken largely from the book "The Last Days of Pompeii," and we urge all pupils to read this book, because it gives the most exact picture of the life of the Romans in all its beauty and luxury. We use slides of Pompeiian houses and streets; pupils can make a plan of a Roman house, and so they come to feel and live the spirit of the time.

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Each lesson in Latin begins with a vocabulary beside which is a list of derived or related words. Next comes the grammar, then composition, a story, and last, word study. All of the Latin stories tell of incidents in the lives of two Roman children, the son and daughter of a lawyer. Thus we have the word "avocat"; the Spanish word is "abogade," and the German, "advokat". In the Latin, only the nominative, genitive, and accusative cases of the first declension and the present tense of the first conjugation are used. All other words and cases are translated in foot notes. The two children, Julia and Prosena, live in a typical Roman home on the street of Tombs. They visit the baths, a shop in the stores near the baths, are invited to a Roman dinner in the home of the tragic poet, and later they attend a gladiatorial combat. The continuity of the stories gives the pupil an interest in the life of the Romans and helps him to look forward to each succeeding lesson.

This is the literal translation of the story "A Roman School". "After breakfast the doors of the Roman school are opened. Julia and Porsena hasten to school. The school of Julia and Porsena is in an open building. Sometimes they

enter school early in the morning, and sometimes the moon and stars are still bright when they enter the school. When the school is dark, Julia and Porsena carry candles. The slave carries a writing tablet and counting board. There are not many girls in the Roman school because the Roman girls prepare for early marriages. Porsena prepares history, geography, arithmetic. sena likes history, the history of great Rome especially, but he does not like geography and arithmetic. Julia counts 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. The master praises Julia's good letters, but the master flogs Porsena because he does not know his geography. Where is Alexandria? Porsena asks."

In French the setting of the stories is Chinon. The stories are, as in the Latin, an account of the lives of two French children, the son and daughter of a lawyer. It is the same kind of life, the same class of people, but the time is different from that of Latin. Each lesson includes, like the Latin, vocabulary, grammar, composition, conversation, stories of the children, and a study of words. The Spanish and German lessons share the same plan as the French, and either may be taken in place of French, or a combination of two of these modern languages may be made to fit the whole course. At the end of the general language course, two or three weeks is to be spent in word This part includes dictionary study. study, and a study of roots, prefixes and suffixes. At the Classical Convention held in Hartford last year, the use of derivatives was pointed out as one of the aims in the first year Latin. This early study of the relation of words should be a great help to all students of first year Latin.

One of the chief results of this course

is that it creates a language sense. Pupils do not approach first year Latin in complete ignorance of what the study of a foreign language means. Teachers of high school Latin frequently remark that pupils find Latin their first real job, and that they have no language sense when they begin the study. The course in general language is planned to eliminate these outstanding difficulties of first year Latin.

A questionnaire given to pupils who took this course in West this year showed that it helped them with their beginning Latin and with English meanings. A comparison of marks in General Language and marks in Latin I showed that pupils receiving A in Gen-

eral Language received A in Latin I, and those receiving failing marks in General Language received failing marks in Latin I. The percentage of failures in Latin I has been decreased since General Language has been taught.

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It should be borne in mind that General Language does not attempt to teach a foreign language in a period of from six to eight weeks, a thing which is obviously impossible. It does, however, give the pupil a language sense, a foretaste of the study of foreign language, and idea of the development of language and understanding of his own language, so that it is of practical value to all pupils who take it.

TEACHING ENGLISH IN JUNIOR HIGH SCHOOLS

(Address Delivered Before the Educational Conference at Washington University, St. Louis, Missourl, March 23, 1928)

Russel A. Sharp, Highland Park, Missouri

It seems to me that some of us make a mistake in over-emphasizing the separateness of the junior high school. Education is a sequential process; the junior high school course must be built upon the elementary preparation, and must look toward the senior high school as its culmination. As an integral part of a larger unit it must conform, though at the same time it has a right to a distinct procedure. Rightfully rebelling against utter subservience to the demands imposed by advanced institutions, we still cannot go off at a tangent that leads only into space. We must bear in mind that throughout the process of secondary education it should be our aim to provide training that will be suited to the individual who completes the course and at the same time will justify itself as training for the child who leaves the school at any stage of progress. This idea is fundamental

with me; it is my major premise. If you reject it, much that I shall say later will have no sound basis. If one-third of our youngsters quit school somewhere between the seventh and the twelfth grades, if another third goes into vocational activity at the end of the senior high school, and if the remaining third continues in college and university, do we not obviously have an obligation to each of those groups? That obligation, I insist, requires us to regard each year's work as being both a step to further instruction and a culmination of the training up to that point.

Roughly, it is the business of secondary English as a whole to develop certain fundamental skills and habits, to provide certain definite cultural attainments and achievements, and where possible to give polish to expressional power and style.

Our secondary education is open to the charge of smattering not so much because we attempt to keep too many of them going simultaneously. Without half completing one task, we are expected to do a bit of something else, another bit of a third something, and so on until, when we revert to the original job, we find that most of the halfskill our children had attained has been utterly lost. We erect a barrier to our success in the attainment of more complex masteries by forcing effort upon pupils who have not possession of the tools with which to work. We ask children to appreciate difficult classics before they know how to read. We ask them to write essays before they know how to write sentences. What is your reaction to the necessity of doing a task that requires the use of implements you haven't learned to manage?

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It is my opinion that our basic course should be built upon recognition of the fact that the acquisition of a reading skill and a reading habit precede the development of literary appreciation. If the junior high school can give to its pupils this skill and this habit, the institution will have provided for its graduates who are to continue their education a foundation upon which the senior high school should build appreciation. At the same time, we shall have made it possible for the child who drops school to keep in touch with the world, to entertain himself harmlessly if not culturally, and to become a good citizen.

What effect does this theorizing, this generalization, have upon our teaching of English? Just this: We must change our question from "What should an eighth grade child read?" to "What does this child like to read?" If a boy's taste is cheap and vulgar, we must give

him the best that we can find to satisfy that taste, rather than something, however beautiful, that is repellent to him. In extent, we must keep him reading to the limit of his powers of enjoyment, but not beyond them. Some boys will get more valuable education from reading two books in a semester than from being driven through ten. It is almost criminal to force some of our school classics on some of our children. Let the youngster acquire a reading habit before you try to force upon him the thing that is good for him. I think one of the most valuable experiences I had as a boy was that of falling joint heir with a chum to the discarded paper-backed detective story library of an attorney of the town. For weeks my chum and I read avidly until we were surfeited. I had had enough of that brand of trash, but my appetite for reading was only whetted.

In our junior high school in Highland Park we have greatly expanded our reading lists, and we are continuing to do so. Whenever a new book comes into the library, the librarian notifies me, and we almost invariably add it to one of our reading lists. Classification of these lists as fiction or nonfiction has been abandoned, and the requirement of so many books a semester has given way to a more flexible regulation by which the amount of reading expected depends upon the reading experiences of the individual. A few of the best-liked books are kept in the classroom shelves, where pupils who have completed some group task ahead of time may use them. The most serious complaint we have had about the classroom library is that pupils read the books surreptitiously when they should be doing something else.

With this sort of program, very little

of what is usually regarded as intensive study of classics is done in the junior high school. It will always be desirable to have a certain common reading experience, and I think one of our unsolved problems is that of ascertaining what things may profitably be read by groups of junior high school pupils. But we must ever keep in mind the reading habit and the reading skill as the aims of this part of our course.

Other more mechanical skills are distinctly the province of the junior high school. These include decency in grammar and usage, accuracy in spelling, efficiency in the use of the library, and mastery of the simpler problems of organization of material for reports. To these may be added ability to express one's ideas intelligibly both in written and oral discourse. Formal drill in grammar, usage, and spelling may be completed by the end of the ninth grade; use of the library, organization of facts, and expressional skill are continuing subjects for senior high school training.

In spite of all that has been said and written about the necessity of repetition of drill on spelling difficulties, the actual practice does little more than lipservice to this principle. I shall tell you what we do at Highland Park because I think our practice is pedagogically sound. For each semester of the junior high school we have a base list of two hundred words in groups of twenty-five each; the words, we know, are those that are used by pupils, and that cause difficulty. The teacher dictates the twenty-five-word list twice before requiring study. If a pupil spells a word correctly in both unprepared attempts, it is assumed that he knows the word. If he misspells the word in either pre-test, he must study it. For the next three dictations of the same list, the pupil writes only the words that he has misspelled in one or both of the pre-tests. If he has misspelled no words, he is excused from these three dictations. Finally, each pupil writes from dictation a connected paragraph containing the twenty-five words. If he misspells any of the twenty-five in this dictation, he is sent to the remedial teacher for further drill. Of course, any spelling lapse in written work after the word has been thus studied is an occasion for special treatment. I should add that we do not get perfect spelling as a result of this system.

The field of grammar and usage is one in which we teachers sometimes lack both the information and the courage to apply our theories. We are intimidated by our realization that we do not know of how much value our insistence on accuracy is. We are not sure that we can establish habits strong enough to resist the destructive influence of the slipshod usage of the community in which the pupil will live his adult life. And we do not know that the result, even if attainable, is worth the effort. Of late we have talked much about minimum essentials. I believe in the idea that is wrapped up in that term, but I do not know just what the minimum essentials are. I know only that every teacher who sets out to state what they are overstates the case. Semester after semester after semester we whittle down our essentials, and we haven't yet arrived at the irreducible minimum.

Granted that we have properly defined the essentials, shall we attain them? The judgment of the classroom recently has been for drill, and I think rightly so. Drill may be both profitable and interesting. For a time, in the enthu-

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siasm for the doctrine of interest, educators seemed to overlook the fact that children may be interested in the conscious acquisition of specific and useful skills, but the day of that oversight is fortunately past.

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Should drill be a group activity or a matter of individual progress? Much has been claimed for the Dalton and Winnetka plans. At the same time, the most authoritative book in junior high school English is devoted to group activity. At Highland Park we use group presentation followed by individual progress with much self-testing. When the pupil has satisfied himself in practice and self-administered tests that he has mastered the principles of a unit of instruction, he applies for a test, in which he must approximate a perfect score. We think our system is good, but we are not at all sure that it is best. Next year we hope to conduct parallel sections of paired pupils by the two methods with pre-tests and final achievement tests, to secure data as to relative values. Even measurement of that sort, however, will not be conclusive.

Composition writing may be a group activity or an individual performance; in general, I think the selection of one method or the other should depend on the size of the class and the range of ability within the section. It would be folly here to attempt to discuss the complex problem of teaching and testing by original composition. principles I shall state dogmatically. First, compositions in the junior high school should be written in class. Second, in composition work as elsewhere, teachers should realize more fully that the recitation time is primarily a teaching period, not merely a testing period. The teaching process should go on while. compositions are being written and after they are written. Third, the error that a child makes in attempting to do something beyond the expectation of the grade should be unobtrusively corrected, but never penalized. For example, if the child misspells a word that is beyond the expected vocabulary of the grade, no penalty is in order. Fourth, the errors that should have been avoided should be corrected by the child himself, not by the teacher. A marginal notation may indicate that there is an error within a line, but the teacher should neither underscore the error nor correct it. She should, however, see to it that the child makes the correction.

There is just one other device requiring administrative help to which I wish to call your attention. It has to do with the problem of the failing child. In nearly all of our courses in English in our junior high school, we do not send repeaters back into regular classes. As I have already indicated, our concern about reading is to make it pleasurable; hence, reading rarely determines promotion or retardation. If a pupil does not read because he can not read, he is classified in a remedial reading class that takes precedence over his regular English; otherwise he is not retarded for reading deficiencies. If he fails to acquire the minimal composition skills of the course, he is not given credit, but in order to earn that credit he is sent to a special remedial section, where a diagnostic test is administered to corroborate the evidence gathered from his minimum essentials test. The remedial teacher then sets him at work only on these skills that he has failed to master. In one instance we found by the diagnostic test that a pupil who. had failed had really mastered the essential skills of the course; he was given credit and sent on to the next grade within a week after the beginning of the semester. If the diagnostic test shows that a pupil will probably complete his remedial work within a half-semester, he is classified for the next higher English course along with his corrective study.

In the junior high school I believe that creative talent should be encouraged in extra curricular clubs, in the work of the junior high school newspaper, and, most important of all, through personal sympathetic contact between an inspiring teacher and her ambitious pupil.

This question of personal inspiration suggests the one great element that determines the supremely successful teacher. Here we have been thinking of this or that device which may add an infinitesimal bit to the quality of our instruction. And when after years of effort, we may measure a minute improvement, along comes a teacher with

imperfect methods negligently applied. and she transcends our highest hopes in the matter of securing results. have all seen her like. She has that indefinable something-human sympathy, inspirational power, personality, what you will, and by it she achieves undreamed-of success. She makes our painfully systematic efforts seem futile. Dr. McMurray is quoted as saying: "A warm heart, leading to strong friendship, is a bigger thing in teaching than skill in instruction. If faith, hope, and love are the supreme things in life -the only things that abide-their corresponding rank in education is a fact that should receive far more attention." We are willing to admit that Dr. Murry's valuation of human sympathy is just; we realize the need of more great personalities in junior high school faculties; but until we have learned far better than we know now how to put color into colorless personalities, we must rest content to devote much time and attention to the improvement of technique.

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ABILITY GROUPING AND THE JUNIOR HIGH SCHOOL IDEA

By Philipine Crecellus, Ben Blewett Intermediate School, St. Louis, Mo.

Ability grouping is an administrative device to be used for the improvement of instruction. This is not a definition of ability grouping, but its justification. The term instruction is used here in a liberal sense. It applies to teaching of every kind that is done in the junior high school in order to "train the pupil to do better those desirable things that he is going to do anyhow," to quote Dr. Briggs. Unless the use of ability grouping results in improved instruction as well as in other desirable outcomes, such as better social adjust-

ments and greater opportunities for growth in civic and social responsibility, it can have no legitimate place in educational procedure. Ability grouping is primarily the arrangement of pupils into groups which are homogeneous with respect to the ability to do the work required by the school. The bases upon which such an arrangement should be made are not generally agreed upon. A variety of schemes has been tried, some of which are still in operation. The I. Q. alone is used by one administrator as the criteria for deter-

mining the classification of pupils, another uses the A.Q., the E.J., the M.A., or a combination of those ratings; still another makes use of the pupil's previous performance as expressed in marks earned; a few attempt to reclassify by subjects, and so on infinitum.

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The farther we delve into the study of ability grouping, and the more experience we have in this field, the more convinced do we become that many factors affect a pupil's success in school. We can even name several of the various elements. The difficulty comes in trying to determine the extent to which any given factor influences a pupil's The administrator who performance. plans to undertake the grouping of his school on an ability basis usually begins by including one or more of the factors which his experience, common-sense, or reading has convinced him will serve his purpose. To his great disappointment he discovers later that he has probably not used the best combination of factors, whereupon he modifies his plan to include some bit of data which seems to have an important bearing upon the pupil's chance to succeed. If he is open-minded on the question, he will be willing to modify his procedure again and again, and despite all of his efforts, he will still find it necessary to move an occasional individual whose personality, moral character, or whatever the elusive something may be, baffles the administrator's efforts to place him where he can experience his maximum success.

At this point it is well to stop and remind ourselves that no perfect scheme for classifying pupils into ability groups has been found, and that it probably never will be discovered until more definite information is available concerning the relative importance of certain inherited tendencies, various environmental factors, personality, subject matter, teaching methods, and a multitude of other factors.

Two ideas are important and cannot be stressed too strongly: first, that what ever plan of grouping is determined upon should be considered subject to change whenever later experimental studies show that certain factors ought to be omitted or included in the scheme; second, that since the primary purpose of ability grouping is to place each individual pupil where he can live up to the best that is in him, he should be transferred readily into another group if his performance shows clearly that he has been misplaced. Gradually then we discover that what we are seeking is what, for want of a better name, we may call a general maturity made up of many elements.

In the method of classification under discussion the following factors are considered essential.

Mental Age which shows the level of mental development a pupil has reached. It indicates in general how difficult or complex a situation the pupil is able to cope with.

I. Q. (intelligence quotient) which is the ratio between mental age and chronological age. It represents the rate at which mutual growth has taken place thus far, and hence serves to indicate what the pupil's intellectual status may ultimately be.

Chronological Age which gives us the age of the pupil in years and months. It serves as a basis for determining the degree of maturity he has reached in several other respects which shall be named later.

Rank-in-Class which is a rating given by the teachers who have had an opportunity to observe the work of the pupil in the elementary school.

Dention Age which is one measure of the pupil's anatomical maturity. It is arrived at by counting the molars and judging the degree of development of each group.

Height and Weight which are two items that indicate the rate of structural growth. When related to each other we get another check on the physical tone of the pupil.

Social Age which is a rating used to indicate the degree of maturity of social interests displayed by a pupil. Like rank-in-class it is a subjective estimate made by the teachers who have had many opportunities to observe the pupil in his relations with his fellow pupils.

Arithmetic Fundamentals, Reading Rate and Comprehension which are scores obtained by the use of standardized tests in those subjects.

Health which is rating that is furnished by the school physician. It frequently gives us a bit of explanation for the pupil's failure to perform in accordance with his known ability.

The next questions are how to get the necessary information and what to do with it when we have it. It will not be possible in this limited article to discuss the detailed procedure involved in gathering and handling the data needed. Suffice it to say that much of the work is often willingly undertaken by the contributing elementary schools who feel a keen interest and a sense of responsibility in regard to the placement of their pupils in the junior high school. The converting of the data into usable form must be done, of course, by the faculty of the school that is going to use the information. This task

is a heavy one, but, like all other difficult pieces of work, grows lighter through practice.

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A separate chart is made for each incoming pupil. This chart contains a record of all of the data gathered, also a profile graph showing the pupil in relation to his fellows. A pictorial representation is a more effective method than an average or a composite score would be for under this plan we do not attempt to combine apparently irreconcilable elements, we simply let each one speak for itself.

An inspection of the chart shows these facts about the pupil whom we have not yet seen: name, sex, age, state of health, LQ., rank-in-class; his mental age and how it compares with the average mental age of the pupils with whom he has been working and competing; his achievement in the fundamentals of arithmetic and reading and the average achievement of his fellow students in the same subjects; his height, dentition, weight and social ages, and the relation of each of these items to his chronological age. In these items the pupil's chronological age is used as the basis for comparison rather than the group average, because we are seeking information regarding his maturity in factors that are closely related to time age. Normally, anatomical development and social growth should progress with the passage of time. To illustrate: a pupil is accelerated in structural development if he has reached a level in height, weight, and molar eruption ordinarily attained by the majority of pupils who have a time age greater than his own.

What use are we going to make of the charts now that we have completed them? Since we have learned that the IQ is probably the most important single factor for predicting success in

school work, we shall arrange our charts in the order of IQ with the highest one on top. Having determined the number of classes that we can afford to organize, we proceed to divide the entire number of cards into that number of groups. We begin our work with the first two groups. Experience has taught us that rank-in-class is probably the factor that is second in importance in prognosticating future academic performances, hence we remove the cards of those pupils who are not ranked in the upper third of their classes. From the remaining charts we next exclude in the order named cards of pupils showing a poor health rating, i. e., subnormal height, weight index or low dentition age, poor record in the fundamentals with special consideration to reading, or low social age. We now have two groups: one, the "A" group, which consists of pupils who are highly intelligent, have been successful in school work, are socially and anatomically mature, and physiologically in excellent condition; the other group equally intelligent but containing all of the cases of immaturity of one kind or another. The first group should be intellectually fed as much and as rapidly as the pupils can take it. We need have little concern about their capacity to digest what we give them, nor need we worry about their ability to carry the load that is imposed. In working with such groups we have found that it is the teacher, not the pupil, who is worn out by mass of work accomplished. The pupils not only carry the work easily, are interested in the social life of the school, take part with great zest in the extra-curricular activities, but come up for more. They shy at drill even when they recognize its value, and openly rebel at meaningless repetition.

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It is this fact which explains the failure of many of these pupils in mixed groups. Our second group is equal in intelligence to the "A" group, just as energetic and enthusiastic, but without the stability of the first. These pupils will need more help, greater exercise of patience on the part of the teacher, more careful guarding against overloading or overcrowding.

We next turn our attention to the two groups of charts that came from the bottom of the pack. Among these will be found a number of large, mature, very slow, over-age boys and girls, frequently at a third or fourth grade level in reading rate and comprehension. Our experience has convinced us that they will do better in segregated groups—at least in their first two years in the junior high school. The girls often display an all absorbing interest in the opposite sex, the boys frequently look upon the girls with scorn. have almost no interests in common except one-both find academic work difficult and for the most part tiresome. Such pupils are placed to their best advantage in groups where their attention can not be distracted by members of the other sex, and where the work can be organized around their particular interests.

The remaining groups may be organized from the cards that are left. Since the range of differences has been greatly narrowed by the removal of the extremes, the groups will be found to be quite homogeneous if these points are kept in mind in making the classification: IQ, rank-in-class, and chronological age.

Having organized our pupils into groups that are fairly homogeneous with respect to the ability to do the work that will be required of them, we can return to our first position and remind ourselves that ability grouping is an administrative device that can be used for the improvement of instruction. It does not in and of itself bring about this much desired result. We are still faced with the same old problems to be solved, namely, what to teach, when and how to teach it, how much of a given unit to present, on what basis grades should be given, who should be accelerated and how much, under what conditions demotion is desirable, and so We have not solved the problems, but we have set up a situation favorable to their solution by placing each pupil in a group in which a reasonable degree of success is possible for him.

Curriculum adjustment on an ability grouping basis must follow if real government is to take place. The differences between the groups are wide and genuine. Their ways of learning are not similar, neither are the amounts nor kinds of learning the same for each group. Their academic interests vary greatly, so do their social preferences. The optimum rate of learning varies as well with the various groups. These facts require not only curriculum differentiation on several levels, but also variation in teaching methods, in amount of subject matter mastered, and in rate of progress. Improvement of instruction results when all of these facts are kept in mind.

Why is ability grouping fundamental to the junior high school idea? The junior high school ought to be primarily on the high plateau of success. It is debatable whether failure should have a place anywhere in the education of youth, but surely, in the difficult years of early adolescence, failure results only in dragging a pupil down into that valley of indifference from

which it is well-nigh impossible to lead or push him later. In the junior high school every pupil should succeed at something. His academic attainments may be meager, but they should call forth the best efforts of which he is capable, and should be regarded as successful achievements for him. On the other hand, his academic achievements may meet the highest standards that have been set up in a given grade. If he can reach these without extending himself, he deserves little credit for his performance, and has grown little thereby. Academic success should be possible, but not too easy.

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Other types of achievement must be within every pupil's reach also: in leadership of one type or another, in athletic competition in social undertakings, in citizenship activities, and in a variety of extra-curricular work. In a multitude of ways successful achievement should be possible. If "what the pupil does now determines what he is ultimately to become" is perhaps a bit more true of the early adolescent period than of any other, then it becomes an obligation of the junior high school so to arrange the situation that the pupil finds himself in an interesting, busy, real world of his own in which his interests and abilities are challenged in numerous ways and his efforts are crowned with success.

The junior high school that tries to carry out such a program must really know its pupils and place them in situations in which they highly desire to succeed and truly can do so. A measure of accomplishment for every pupil—the fullest and the best that he can attain—is the true junior high school idea toward the fulfilment of which ability grouping of the right kind can contribute a great deal.

ADVERTISING JUNIOR HIGH SCHOOLS

By L. W. Rader, Supervisor of English, St. Louis Public Schools

Victor Hugo says, "Nothing is so powerful as an idea whose time has come." It would seem from a survey made at the present time of the expansion of the junior high school in different parts of our country, that in some localities the time of the junior high idea has come, while in certain other places the time of this idea has not yet come, or else its power has been weakened by certain opposing forces.

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These opposing forces may be of three types: (1) Administrative, or from Board Members; (2) Social, from Parents and Pupils; and (3) Internal, within the Profession itself.

In some instances the progress of junior high schools has been retarded for years by a few influential members of a Board of Education, and when facts are carefully sifted the causes for such opposition are found to be of the most trivial and personal or more insidious and political in character. The most successful method of meeting this opposition is by making the junior high school program a distinctive issue in the election of board members, or in a tax campaign. This method has proven successful in two or three of our larger cities during the past eight or ten years.

This type of advertising was carried on in Denver during the organization in that city of junior high schools. The following extracts copied from the Denver newspapers of February, 1928, will show the results:

"Another Junior High School, The Park Hill, will soon be ready to be occupied. The first junior was opened in the fall of 1917; two in 1919 when the community was asked to vote \$2,000,000 for junior high schools. The vote was three to one for the new school and three more were built.

At the bond-issue election of October 6, 1922, the community again had a chance to approve or disapprove of junior high schools, as the bond ballot carried a separate item of \$1,750,000 for two junior high schools. Again, the vote of the community was favorable.

"Parents, who will read this article, owe it to themselves and their children to visit one of these beautiful new schools to get a better understanding of what these schools are trying to do. The enriched course in social science, the try-out courses, the training in citizenship, the corrective work of the physical education department, the many opportunities for self-expression, especially in the auditorium activities, the better teaching of the fundamental subjects constitute a few of the reasons why this new type of school has had this definite approval."

The movement to organize junior high schools has been a very general one. Every section of the country has organized schools of this type. All but three states in the Union have such schools. In the early years of the movement a good many systems adopted a policy of watchful waiting, but by 1920 the junior high school plan had won such general approval that during the next four years the enrolment in these schools increased 927 per cent.

In 1926 the City Club of Denver made quite an exhaustive study and report of the junior high schools in this city. The following paragraphs are quotations from this report:

"The junior high school has become a wellestablished and recognized institution of education throughout the United States, and particularly in Denver. The committee therefore
concluded that it was beyond the scope of its
purposes and duties to make a critical examination into the reasons and objectives which
led to the creation of this particular type of
intermediate school in our educational system.

"We are, however, deeply impressed with the fact that this institution has fully justified its existence, because, first, it has demonstrated a tendency to hold pupils at school for a longer period due to the fact that it affords no convenient stopping place as does the old grammar school, where the course was completed just at the time that the law no longer compelled attendance. Secondly, the junior high school explores and determines the interests, aptitudes, and capacities of the pupils so that they become better prepared for higher education or for making a proper choice of their life-work."

With a desire to know somewhat of the methods which different school systems have employed in selling or advertising junior high schools, I wrote to a number of school superintendents, asking them if in the organization of this unit they attempted to win the citizens before organizing the school, or did they proceed regardless of the attitude of their citizenship? The following are a few of the replies:

Asst. Supt. J. H. Markley, Kansas City, Mo.

"In organizing our junior highs, if we had a plan, it was to first organize the school and get the people interested by the attendance of their children, and then get them to asking for more junior high schools. We had some little friction at first by principals of the elementary schools, but in a comparatively short time the schools so obstructing gave in. am disposed to think now that we could not have sold the schools to the people in advance because we could not have properly set the matter before them; but as it is, each pupil has contributed his part in selling them. The schools seem to have gone over in a big way, and there is practically no opposition now. We have four such schools at the present time."

Supt. E. C. Broome, Philadelphia, Pa.

"The first junior high school in Philadelphia was organized about two or three years before I became superintendent, and was running along pretty well when I came here. Subsequently, we have built and opened fifteen additional junior high schools. The matter was discussed in the report of the superintendent of schools for several years prior to the organization of the movement, and the newspapers

usually give considerable publicity to the superintendent's report.

"As a matter of fact, the junior high schools in Philadelphia because of their officiency have sold themselves. The only objections we have are from the people whose children have not yet been provided with junior high school facilities."

Supt. R. C. Hall, Little Rock, Ark.

"In inaugurating junior high schools in the city of Little Rock, we proceeded gradually without any special publicity. To start with, we concentrated the seventh grades in two or three elementary school buildings. Later, we extended this to the concentration of the eighth grades until our first junior high school buildings were completed, at which time we then included the seventh, eighth, and ninth grades. The School Board was thoroughly sold on the subject by the Superintendent. The public accepted this new organization, and now they could not be persuaded to go back to the former organization."

Supt. A. L. Threlkeld, Denver, Colo.

"The junior high school idea has grown in Denver since the establishment of the first one, so that now practically the entire city is on the 6-3-3 basis. In 1922 a bond issue of three sections was submitted to the people. one section of which was to build junior high schools. The theory back of this was that the people would have a chance to express themselves on the question of more junior high schools. This bond issue was voted by about the same vote given to the other seetions, which provided for elementary schools and senior high schools. Therefore, I think it can be said that the public has rather defnitely committed itself to the junior high school idea here in Denver.

"There have been numerous discussions from time to time at parent-teacher meetings and other public assemblies of the objectives and methods involved in the junior high schools."

In selling this unit of our school system, we usually think of the second factor only—namely, the winning of the approval of the public. This implies the gaining of the favorable opinions of parents and pupils. To accomplish this end, we should be guided by the princi-

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Our object in the light of either source of information must be that of interpreting the school for or to both pupils and parents.

Anxious to know how accurately we were interpreting to the community our junior high schools, and to know what the reaction of pupils and patrons would be, if given an opportunity to express themselves as to the meaning or value of junior high schools, a few principals in St. Louis, dangerous as it seemed, sent out a brief letter to the pupils and parents of their school, asking for their opinions as to the junior high. Many of the replies were anonymous, and as to their values in advertising the schools, the reader is to judge. writer, however, is most favorably impressed with the clear and accurate statements of the philosophy of the junior high school as made by some of the pupils and parents of these schools. Some of these statements will be printed in the Year Book of one of our Senior High Schools, a part of which annual is to be devoted to the exploitation of the junior high.

A few of these replies, ranging from the trivial and meaningless to the sedate and thoughtful, are here appended:

Favorable Comments by Parents

"Pupils are kept in during lunch period—children are all one size and do not run over the little ones—Jack says it's all right, so it must be—our boy has a new ambition—my boy has gained four pounds—it offers high school subjects—I think it a 'swell' place to send my girl—"

"I think psychologically a child at the age of twelve is ready for a change. They do not want to be considered 'babies', and yet are not ready for High School. It is a transition period which should be taken care of by a special type school.

'I think it also allows a child to express his individuality better and possibly find out what kind of work they are best fitted for sooner than in schools of the older type."

"The various activities given children in this type of school are one of the greatest benefits, because this is a time in a child's life when worthwhile activity often accomplishes more than textbook study."

"Our exprience with the Junior High School has been very satisfactory. It seems to develop initiative and give the children an advantage in developing their individuality that they did not get in the old system."

"The procedure in a high school is so different than that in a grammar school that I believe it helps the students greatly to go through a Junior High School first."

"The advisory system, in the cases of my own children, has also been particularly satisfactory, possibly due to the ability of the two advisors they have had, but also no doubt to a longer connection with one teacher than is possible under the semi-annual changes in the grammar schools."

Favorable Comments by Pupils

"It seems the school belongs to me and I belong to it—it offers new subjects—clubs, shops, lockers."

"I owe my present position in the ninth grade to school. If I had not come here, I would be a year behind my present grade. I appreciate the opportunity to advance and to meet the many fine teachers I have found here."

"School has taught me co-operation with the principal, teachers, and cor-

ridor officers. It has also taught me the principles of teamwork with advisory group and adviser."

"To school I owe my first lessons in self-government. We elect our own school and class officers here. Then we are taught to respect and obey them."

"I have learned how to vote correctly through the election of cabinet officers, and I have learned about parliamentary rules in conducting meetings."

"I owe school the experience gained from speaking before the students and the faculty. I needed this experience, and it has been very helpful to me. Working for the 'Junior Life' has also helped me. As reporter and as member of the staff, I have had some splendid experience."

"My greatest debt to school is the feeling of democracy and citizenship that has dominated my school life while here. A strong feeling of co-operation exists between the teachers and the students. Our system of electing class officers has such a strong democratic flavor that everybody is better for it."

These are but a few of the hundreds of expressions unrestrained. About seven percent of the replies were of a critical nature.

Our third and last factor which may delay the organization of junior high schools is found within the profession itself, and is expressed in a lack of articulation between the units of the school system. As a result of this inarticulation, the new unit, the junior high, is charged with the whole blame. One of our biggest jobs in many places today is that of bringing about an articulation between junior and senior high schools instead of selling a unit of the system to a dissenting public.

In "The School Review" of March, 1928, is an article, "Junior High Schools of Kansas City, Kansas," by Dr. Lyman. Data are here given to show why Kansas is the leading Junior High School State of the Middle West. From the beginning, articulation was vigorously insisted upon throughout the state, and the Junior High is free from the domination of the Senior High School. Units of a school system must be built from below, and not from the top down.

In conclusion, I wish to mention an obstacle to articulation, though designed in every phase for the promotion of the junior high unit of our school sys-This obstacle is manifest in tem. schools of education, in the training of teachers in service, in associations of teachers, etc., where demands are vigorously made for a special technique, a special curricula, and, in fact, a new spirit for teachers of this new unit of our school system. The "Junior High School Spirit" is so much exalted in the educational field that one is led to believes that it is of celestial origin, and is possessed by a favored few.

Does not this prevalent idea of a specially trained teacher in a new process of education with a new technique, possessing a new spirit, for an absolutely new unit of our school system, tend to aggravate this inarticulation rather than to promote an articulation?

Some of the most outstanding junior high schools in our country are those whose teachers were selected not because they had been trained in a new technique and curricula, but because they knew how to teach children of any unit of a school system.

Is not our next move that of developing in the teachers of the senior high unit this "Spirit of Junior High", thereby removing this barrier to articulation which has so seriously retarded the progress of junior high schools?

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